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ABSTRACT

Computer-assisted instructional (CAI) lessons were incorporated as instructional support for a one-semester course in occupational information for 122 eighth graders at a selected middle school in the Dallas, Texas, Independent School District to field-test five modules (fifteen color videotapes and fifteen CAI lessons) focusing on career education concepts uniquely applicable to Mexican-American students. To evaluate the multimedia materials and to measure differences in student attitude and learning toward them, records were maintained on each question and module, as well as on pre- and posttests, attitude questionnaire, and student attendance. Conclusions reached included the following: (1) Increases in student learning, as measured by correct completion of the CAI materials, were evenly distributed among the Black, Mexican-American, and Anglo participants; as measured by the pre- and posttest, increases were greatest for Black females; all students in the treatment group averaged a higher score on the posttest than control group students; (2) motivation was higher for treatment group students than control students; (3) student attitudes toward the experience were positive; and (4) CAI was a useable instructional tool for students with below average reading levels. (Appendixes, which make up the greater part of the document, contain developmental objectives and behavioral outcomes for the five modules, data-gathering instruments, and the introductory CAI lesson developed for student orientation.) (TA)

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ED147511

Final Report on the

Development and Field Testing of Materials

in Support of the Project

DEVELOPING CAREER AWARENESS FOR SPANISH-SURNAMED PEOPLE

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Final Report on the

Development and Field Testing of Materials

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DEVELOPING CAREER AWARENESS FOR SPANISH-SURNAMED PEOPLE

Central Texas College
Research and Development Division
Killeen, Texas

Developed pursuant to a grant
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1973

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Chapter 1. Project Objectives and Hypotheses

Objectives

The project, "Developing Career Awareness for Spanish Surnamed Students", had as its objective the development and evaluation of multimedia materials focusing on Career Education concepts uniquely applicable to Mexican-American students. More specifically, the problem investigated was stated as follows:

> Is there a difference in learning and attitude between subjects of different ethnic backgrounds when Career Education instruction is conducted via videotape cassette and reinforced with alternating CAI segments?

The multimedia materials developed and field tested in this project consisted of fifteen color videotapes and fifteen computer-assisted-instructional (CAI) lessons designed specifically for use with Mexican-American students. Thus, a corollary problem investigated in this research was:

> Are the videocassettes and CAI lessons in Career Education concepts uniquely well-suited to Mexican-American students, or do all students profit equally from this experience?

The videocassette and CAI materials were incorporated as instructional support for a one-semester course in Occupational Information for eighth grade students at a selected middle school in the Dallas Independent School District. The materials served to augment classroom instruction, much like a field trip or resource speaker would serve to reinforce information presented in class.

Hypotheses

Since the objective of this project was to develop and evaluate multimedia Career Education materials as instructional aids for students of diverse ethnic backgrounds and to test whether these materials were successfully designed for use with Spanish-surnamed students, the following hypotheses were adopted:

1. There is no difference in learning between subjects of different ethnic backgrounds when Career Education concepts are presented via videocassette, reinforced by CAI segments, and measured by objective examination.

2. There is no difference in attitude toward such instruction expressed by subjects of different ethnic backgrounds as measured by an attitudinal questionnaire.

Specific developmental objectives and behavioral outcomes for each module are outlined in Appendix A.

Chapter 2. Sample

The student sample for the field testing and evaluation of this project consisted of 122 students enrolled in the Occupational Information class offered at Thomas A. Edison Middle School, Dallas, Texas. The school, in a lower socioeconomic section of the city, was specifically selected for testing because of this factor. Four sections of the Occupational Information class (N=90) received the multimedia instructional support package in Career Education concepts; the fifth section of the class (N=32) served as a control group and did not receive the instructional support package. The 122 eighth grade students enrolled in the Occupational Information class were defined as two or more years below grade level in two or more subjects, as measured by the California Tests of Basic Skills. In selecting the sample, an attempt was made to focus on student ethnicity; thus, 43% of the students were Mexican-American, 52% were Black, and 5% were Anglo or of other ethnic backgrounds.

To better understand the student sample, the following test scores were obtained for all participants:

- Reading Comprehension, California Test of Basic Skills
- Cumulative Score, California Test of Basic Skills
- Attitude Toward School Inventory, Dallas Independent School District

Table 1 summarizes the average student grade levels on the Reading Comprehension section of the California Test of Basic Skills; table 2 compares the average grade level for all sections of the California Test of Basic Skills for Black, Mexican-American, and Anglo students. While this achievement test was administered to the participants when they were first-semester seventh graders, all the subjects were found to be two or more years below grade level at that time.

Table 1. Average student grade levels on Reading Comprehension section of California Test of Basic Skills, administered to seventh grade students.

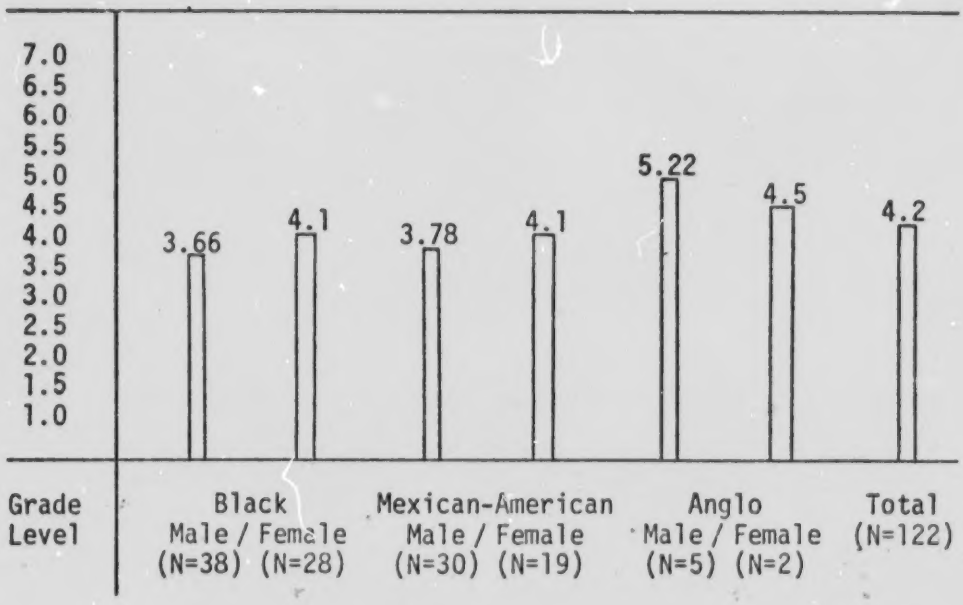
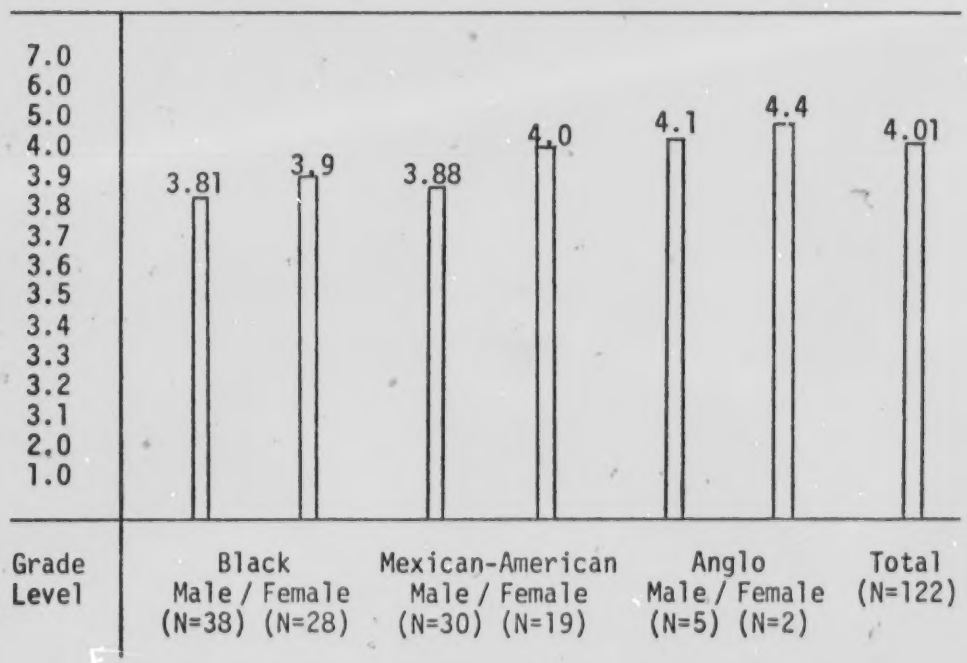
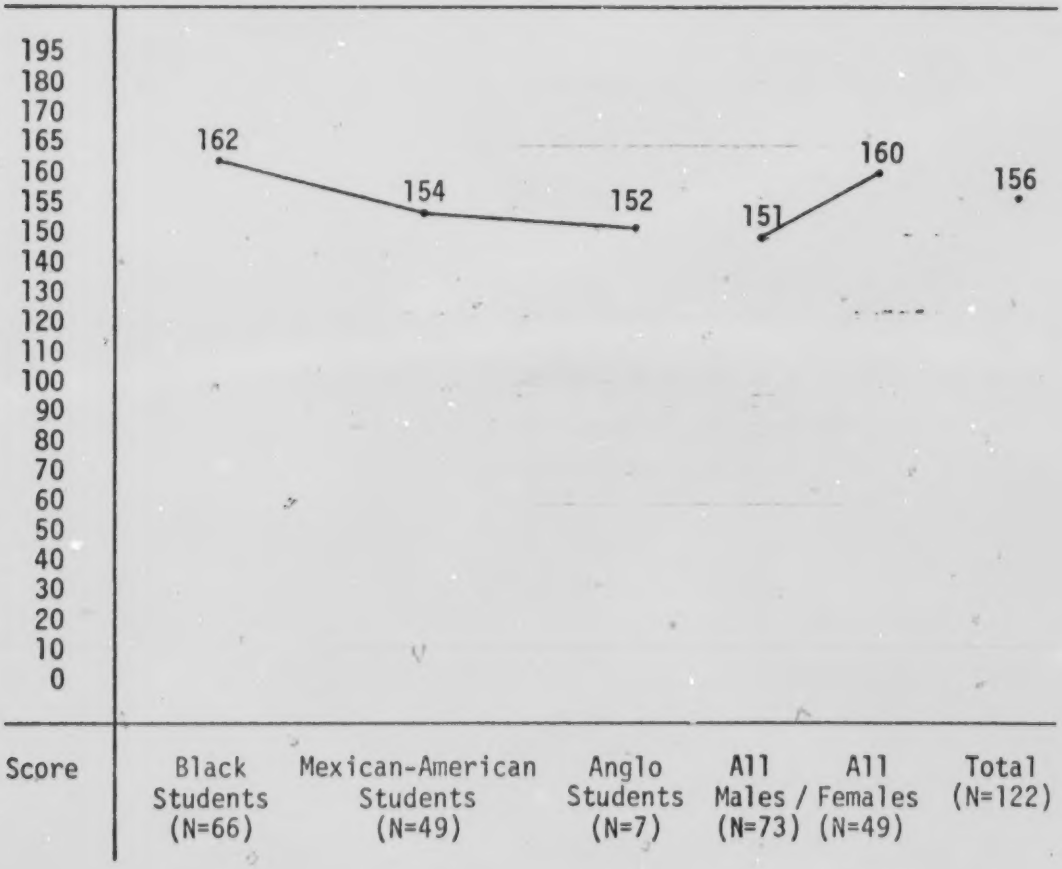


Table 2. Average student grade levels for all sections of the California Test of Basic Skills, administered to seventh grade students.



In addition to the achievement scores summarized in Tables 1 and 2, an Attitude Toward School Inventory was also administered to the student participants during their first month in the eighth grade. Table 3 summarizes the average scores recorded on this instrument. Appendix B contains a copy of this inventory.

Table 3. Average student scores on the Attitude Toward School Inventory.



The students participating in this field test were enrolled in a special class focusing on career awareness and orientation concepts. The class met daily for one semester and was part of a pilot curriculum development project funded in the Dallas Independent School District. The Occupational Information class had a Mexican-American instructor, a vocational counselor, and an occupational curriculum specialist assigned full-time to it.

Planning and coordination with these three resource people was a prime consideration in implementing the multimedia instructional support package in the Occupational Information class. It was crucial to maintain a similarity of learning objectives for both the classroom presentation and the multimedia instructional support modules if the efforts were not to be counterproductive.

Chapter 3. Methodology

Development of Materials

The first stage in the development of the videotapes and CAI lessons field tested in this project consisted of a review of the literature related to career education concepts. This review was not restricted to materials designed exclusively for use with students at the "awareness" level, but rather included a complete overview of career education materials. A special attempt was made to focus on any materials which were uniquely applicable to Mexican-American students.

After this review of literature, the project staff identified a team of primary consultants to assist in the actual development of materials: a curriculum specialist, a script writer, and a filming director. In addition to these consultants, other individuals assisted, when appropriate, in the review of materials prior to their finalization and field testing: classroom teachers, middle school students, counselors, and representatives of other Career Education projects.

Developmental objectives and student behavioral outcomes were formulated for each of the five instructional modules (Appendix A). Using this material as a springboard, outline scripts were developed for use by the student actors. While these students were rehearsed in the material to be covered in each videotape, they were encouraged to use their own language and expressions rather than to strictly adhere to a complete script.

Five color videotape cassettes were produced, each having three, six minute segments designed to alternate with the CAI lessons. The final long CAI lesson integrated and summarized the previous segments of the instructional module and served as a transition to the next module. Figure 1 is a schematic outline of a class session.

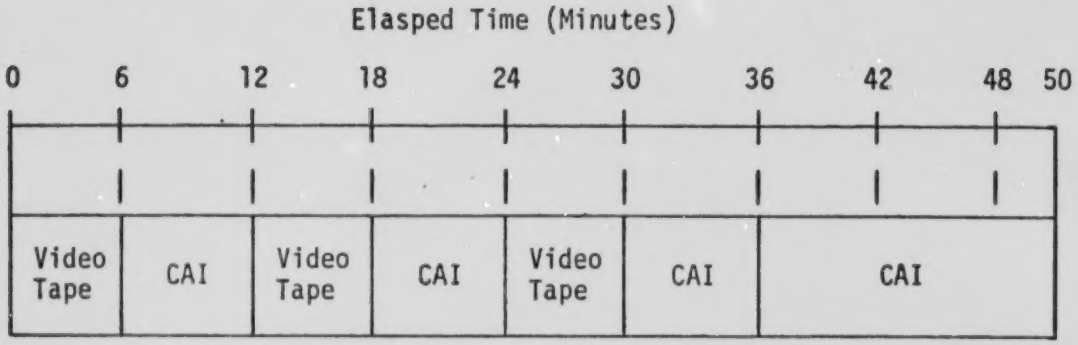


Figure 1. Sequence of learning experiences presented in each instructional module

Once filming and editing were complete, the CAI lessons were framed and programmed using the videotape materials and the student behavioral outcomes as primary sources for content. These lessons reinforced information and concepts presented in the videotapes; they were designed to allow the student three attempts to successfully respond to each question (Appendix C). A Hewlett-Packard 2000F computer situated at Region X, Education Service Center, Richardson, Texas, was used to support the CAI lessons.

The total instructional package was reviewed by various educators and filming experts prior to its use with the student sample. Appendix D is a list of the individuals who reviewed these materials.

Instrumentation

In addition to the student profile described in Chapter 2, a pre- and posttest was administered to all students (Appendix E). This test focused on concepts emphasized in the instructional modules and was used as a measure of learning related to participation in the experimental instructional support program. One section of the Occupational Information class did not receive the multimedia instructional modules; thus, a comparison of the pre- and posttest scores of the students in this control group with those of the students

who received the modules would reveal differences in learning that were not related to the regular classroom presentation.

After the completion of the field testing of the multimedia instructional modules, the participating students were asked to complete a short attitude questionnaire aimed at obtaining their reactions to this mode of instructional support. Appendix F contains a copy of this instrument.

Collection of Data

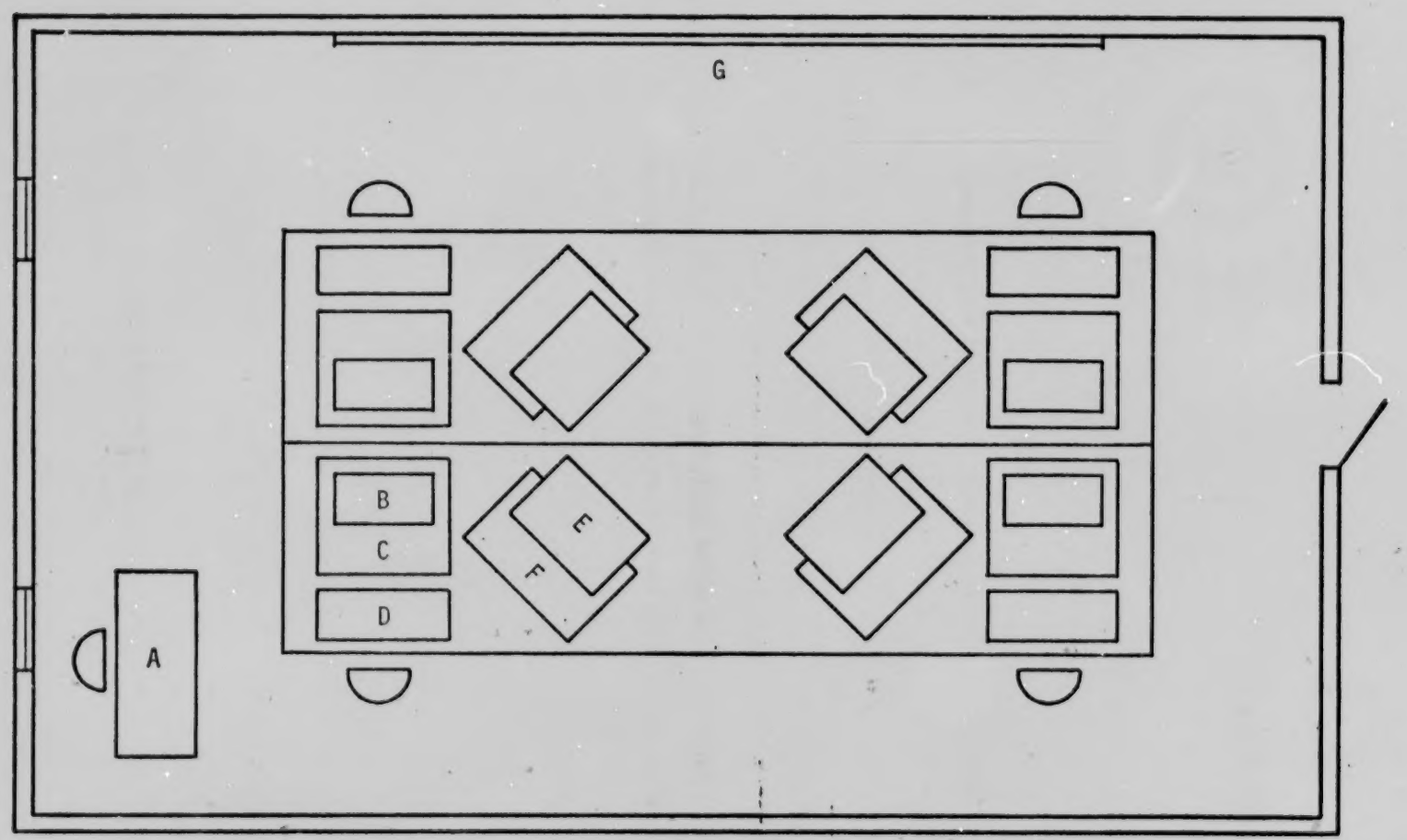
After receiving administrative approval from the Dallas Independent School District to work with the students enrolled in the Occupational Information class at Edison Middle School, an orientation session for the school's staff was held to explain the project's objectives, techniques, and requirements. A similar orientation was offered for the student's parents, at the same time providing them with "hands-on" experience using CAI learning techniques. Both groups were enthusiastic and highly supportive of the project's efforts.

The equipment necessary to field test these materials consisted of:

- 4 videocassette players
- 4 color monitors
- 4 CRT's
- 4 hard-copy printers
- dedicated phone lines from Edison Middle School to Region X, Education Service Center

Figure 2 is a floor plan of the hardware used in the field test. Table 4 summarizes the costs involved in the one-semester use of the materials.

After the equipment was installed, the 90 students were oriented to its use and to the overall goals of the project. Groups of four students at one time were instructed in the actual use of the hardware; for this purpose, a special introductory CAI lesson was developed to provide practice for each



A. Monitor's desk
B. Hardcopy printer
C. CRT
D. Keyboard
E. Color monitor
F. Videocassette player
G. Chalkboard

Figure 2. Floor plan of learning laboratory designed for field test

Table 4. Data for computing cost of operating a Career Awareness project for one semester

Item	Description	Estimated Purchase Cost	Rental Cost (Mo)
1	Color videocassette player	$ 1200 - $1500	$200 - 250
2	Color video monitor, 12-inch	600 - 650	100
3	Color video monitor, 17-inch	650 - 750	125
4	Miscellaneous cables	15	--
5	CRT terminal	2500 - 3500	200
6	Hardcopy printer		
7	Headphone (set)	12	--
8	Shared computer time	--	--
9	Equipment maintenance	--	--
10	Engineering support	1000 (installation)	100
11	Project monitor	6000 (annual)	

Notes:

Figures for Items 1-7 are estimates for equipping one student carrel. Total project cost is a mathematical relationship between carrel costs and number of carrels installed.

It is impossible to provide an estimated cost for usage of a computer facility (Item 8) since this expense is so related to the local circumstances of the school involved. Individually-negotiated educational discounts are also frequently available which influence the total expenditure for computer support.

Equipment maintenance (Item 9) is similarly impossible to estimate due to local variation in resources available to the school and school district. Maintenance is a key factor, however, and must be provided for in the project budget.

student in the use of the terminal. Appendix G is a copy of this introductory course.

As outlined in the previous section on Instrumentation, all the students were pre-tested using the instrument contained in Appendix E. Because of the low reading levels of these students, the instructor read aloud each item while the students marked their response on the test paper. Hopefully, this procedure allowed the test to examine knowledge of the subject rather than student reading skill.

After all students had completed the CAI introduction and had been pre-tested, the treatment phase of the field test began. At each class period, four students used the multimedia instructional support modules; all students completed each module before any began the next one.

Although each module was designed to require only one class period for completion, most students required more time to do so. Thus, the data collection phase of the field test was longer than had been anticipated.

When all the students had completed five modules, the post-test was administered. Again, the instructor read each item to the class to prevent reading problems from confounding the results. At that time, the students were also asked to complete a short questionnaire regarding their reactions to this kind of instructional support (Appendix F).

In addition to the pre/post-test scores and the attitudes expressed on the questionnaire, records were also maintained on student absence before and during the field testing. This information was used as a partial measure of student motivation and attitude toward the program.

Chapter 4. Analysis of Data

Since the purpose of the field testing phase of this project was to evaluate the multimedia instructional materials and to measure differences in student learning and attitude toward them, records were maintained on each question and module, as well as on the pre- and post-tests, the attitude questionnaire, and student attendance. Data from each of these measures will be discussed separately.

Instructional Modules

Tables 5-9 summarize the average scores achieved on each of the five modules by various groups of students. Regardless of sex or race, all students were correctly completing 82-93 percent of the CAI material presented in the five lessons.

On all five modules, Black female students received higher final scores than did their Mexican-American or Anglo counterparts; there was no consistent pattern of highest scores among the male students. Mexican-American males made the highest percentage gain in correct responses between the first and final trials on three of the five modules. When all students were considered, the highest percentage gain was evenly distributed across all ethnic backgrounds: Blacks made the largest gains on the first two modules, Mexican-Americans increased the most on the last two modules, and Anglos gained the most on the middle lesson. Table 10 summarizes these cumulative scores and percentage gains.

Pre- and Post-Tests

Pre- and post-tests were administered to all participants as a measure of student learning. Scores for the treatment and control groups were compared

Table 5. Summary, by sex and ethnicity, of student percentages on the first instructional module.

Demographic Category	% Correct First Trial	Total % Correct	% Gain
1. Females -			
Black (22)	64.4	87.5	23.1
Mexican-American (12)	69.6	85.7	16.1
Anglo (2)	70.7	85.3	14.6
Total (36)	68.2	86.2	18.0
2. Males -			
Black (29)	57.6	76.0	18.4
Mexican-American (20)	68.8	88.1	19.3
Anglo (5)	76.8	92.6	15.8
Total (54)	67.7	85.6	
3. Ethnicity -			
Blacks (51)	61.0	81.8	20.8
Mexican-American (32)	69.2	86.9	17.7
Anglos (7)	73.8	88.9	15.1
4. Total -			
All Students (90)	68.0	85.9	17.9

Table 6. Summary, by sex and ethnicity, of student percentages on the second instructional module.

Demographic Category	% Correct First Trial	Total % Correct	% Gain
1. Females -			
Black (22)	67.8	88.4	20.6
Mexican-American (12)	67.9	84.7	16.8
Anglo (2)	68.8	75.5	6.7
Total (36)	68.2	82.9	14.7
2. Males -			
Black (29)	73.8	86.4	12.6
Mexican-American (20)	65.7	78.6	12.9
Anglo (5)	64.4	71.1	6.7
Total (54)	68.0	78.7	10.7
3. Ethnicity -			
Blacks (51)	70.8	87.4	16.6
Mexican-American (32)	66.8	81.7	14.9
Anglos (7)	66.3	73.3	7.0
4. Total -			
All Students (90)	70.0	82.9	12.9

Table 7. Summary, by sex and ethnicity, of student percentages on the third instructional module.

Demographic Category	% Correct First Trial	Total % Correct	% Gain
1. Females -			
Black (22)	83.8	96.6	12.8
Mexican-American (12)	78.5	92.2	13.7
Anglo (2)	76.4	92.8	16.4
Total (36)	79.6	93.9	12.3
2. Males -			
Black (29)	78.4	87.6	9.2
Mexican-American (20)	89.0	98.5	9.5
Anglo (5)	76.1	88.0	11.9
Total (54)	81.2	91.4	10.2
3. Ethnicity -			
Blacks (51)	81.1	92.1	11.0
Mexican-American (32)	83.8	95.4	11.6
Anglos (7)	76.1	90.4	14.3
4. Total -			
All Students (90)	79.6	93.3	13.7

Table 8. Summary, by sex and ethnicity, of student percentages on the fourth instructional module.

Demographic Category	% Correct First Trial	Total % Correct	% Gain
1. Females -			
Black (22)	80.0	94.7	14.7
Mexican-American (12)	66.1	91.9	25.8
Anglo (2)	61.2	83.8	22.6
Total (36)	69.1	90.1	21.0
2. Males -			
Black (29)	71.7	92.5	20.8
Mexican-American (20)	74.5	92.4	17.9
Anglo (5)	--	--	--
Total (54)	73.1	92.5	19.4
3. Ethnicity -			
Blacks (51)	75.9	93.6	17.7
Mexican-American (32)	70.3	92.2	21.9
Anglos (7)	61.2 (girls only)	83.8 (girls only)	
4. Total -			
All Students (90)	74.3	92.9	18.6

Table 9. Summary, by sex and ethnicity, of student percentages on the fifth instructional module.

Demographic Category	% Correct First Trial	Total % Correct	% Gain
1. Females -			
Black (22)	80.3	95.5	15.2
Mexican-American (12)	63.1	90.4	27.3
Anglo (2)	71.4	95.2	23.8
Total (36)	71.6	93.7	22.1
2. Males -			
Black (29)	69.6	86.9	17.3
Mexican-American (20)	76.1	94.0	17.9
Anglo (5)	85.6	95.2	9.6
Total (54)	77.1	92.0	14.9
3. Ethnicity -			
Blacks (51)	74.9	91.2	16.3
Mexican-American (32)	69.6	92.2	22.6
Anglos (7)	78.5	95.2	16.7
4. Total -			
All Students (90)	74.6	91.9	15.3

Table 10. Summary of student groups achieving the highest scores and largest percentage gain on each of five instructional modules.

MODULE	Highest Scoring Student Group	Student Group Gaining Largest Percentage
1	Female Blacks (87.5) Male Anglos (92.6) All Anglos (88.9)	Female Blacks (23.1) Male Mexican-Americans (19.3) All Blacks (20.8)
2	Female Blacks (88.4) Male Blacks (86.4) All Blacks (87.4)	Female Blacks (20.6) Male Mexican-Americans (12.9) All Blacks (16.6)
3	Female Blacks (96.6) Male Mexican-Americans (98.5) All Mexican-Americans (95.4)	Female Anglos (16.4) Male Anglos (11.9) All Anglos (14.3)
4	Female Blacks (94.7) NONE All Blacks (93.6)	Female Mexican-Americans (25.8) Male Blacks (20.8) All Mexican-Americans (21.9)
5	Female Blacks (95.5) Male Anglos (95.2) All Anglos (95.2)	Female Mexican-Americans (27.3) Male Mexican-Americans (17.9) All Mexican-Americans (22.6)

to ascertain the difference in student learning, if any, when classroom instruction is augmented by multimedia support packages.

Table 11 summarizes the scores on the pre- and post-tests for various categories of students in both the treatment and control groups, as well as the percentage increase between the two administrations of the test.

The students in the treatment group scored consistently higher on the post-test than did those in the control group. Black students, particularly female, scored the largest gain between the pre- and post-tests. When submitted to an F test, this gain was statistically significant at the .05 level. The cumulative gain for all students in the treatment group was +9.1; for the control group, +6.9. This gain was not statistically significant but does suggest a trend toward increased student learning when classroom instruction is augmented by the use of multimedia support materials. Tables 12 and 13 schematically present these findings.

Attendance

Class attendance records were maintained on all students during the field testing phase of this project. These data were compared to attendance records for the same students for the six weeks immediately preceeding the beginning of the field test. Table 14 summarizes these data.

Students in the treatment group attended class more regularly than did those in the control group. When coupled to the enthusiasm exhibited by the students when they were participating in the individualized instructional experience, this is a trend suggesting an increase in student motivation when classroom instruction is augmented by the use of multimedia support materials.

Table 11. Mean percentages scored by treatment and control groups on pre- and post-tests; percentage gain between administration of tests.

Student Group	Treatment Group			Control Group		
	Pre	Post	% Gain	Pre	Post	% Gain
All -						
Blacks	58.8	73.6	+14.8	54.3	59.6	+ 5.3
Mexican-Americans	57.5	65.6	+ 8.1	48.2	56.9	+ 8.7
Anglos	59.2	63.4	+ 4.2	--	--	--
All -						
Males	55.3	62.9	+ 7.6	53.3	60.0	+ 6.7
Females	61.7	72.3	+10.6	49.2	56.5	+ 7.3
All -						
Black Females	63.0	75.7	+12.7	61.6	59.2	- 2.4
Mexican-American Females	50.4	60.0	+ 9.6	45.0	60.8	+15.8
Anglo Females	52.5	53.0	+ .5	--	--	--
All -						
Black Males	54.5	71.5	+17.0	47.0	60.0	+13.0
Mexican-American Males	64.6	71.2	+ 6.6	51.4	53.0	+ 1.6
Anglo Males	66.0	73.8	+ 7.8	--	--	--
TOTAL	58.5	67.6	+ 9.1	51.3	58.2	+ 6.9

Table 12. Average student percentages on "Career Awareness" pre- and post-test for treatment group.

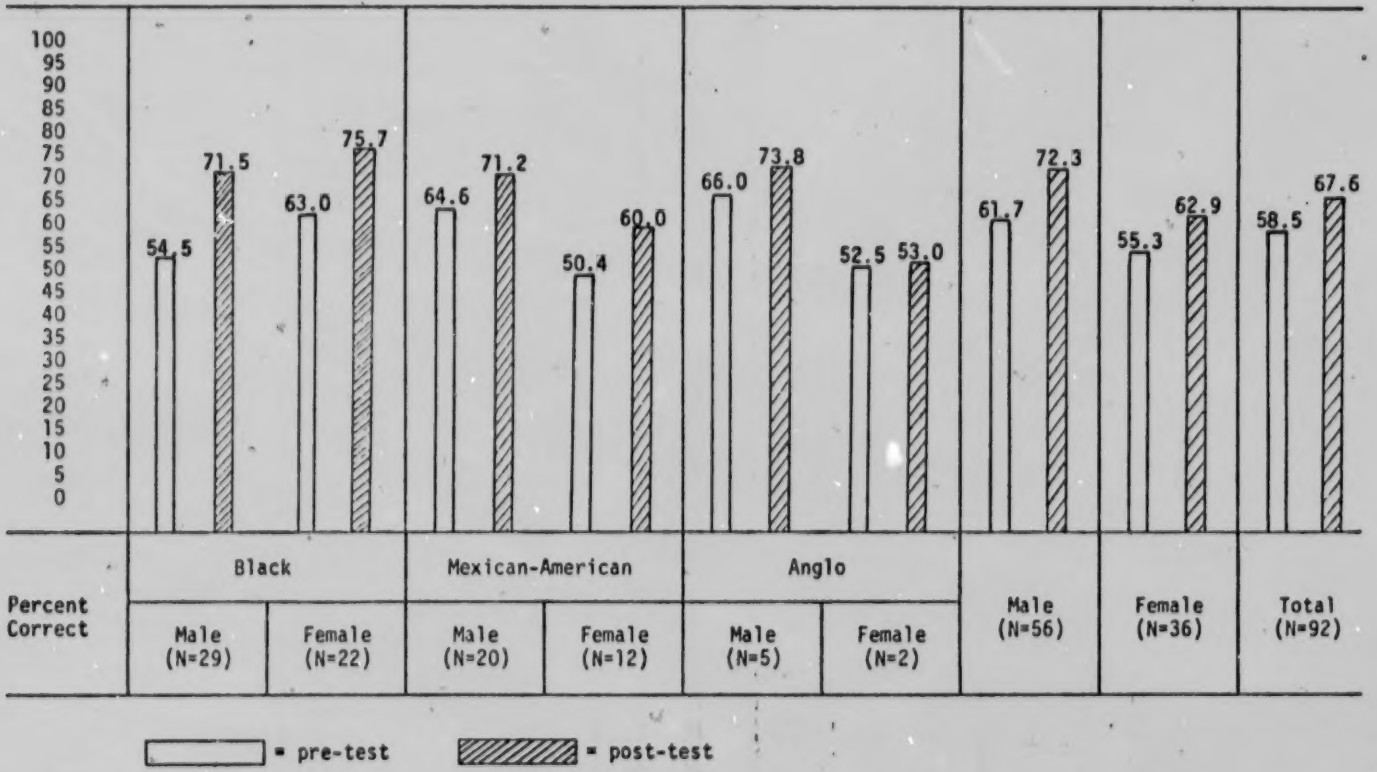
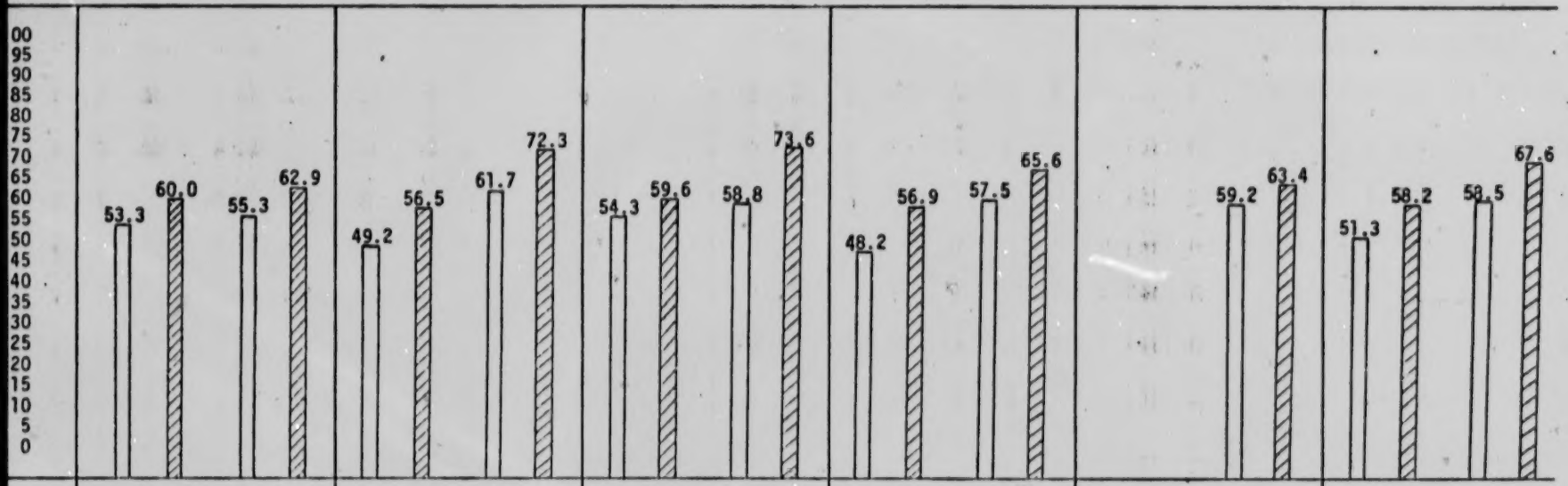


Table 13. Comparison, by sex and ethnicity, of control and treatment group scores on "Career Awareness" pre- and st-test.



	All Female		All Male		All Black		All Mexican-American		All Anglo		Total	
cent rect	Control (N=13)	Treatment (N=36)	Control (N=19)	Treatment (N=54)	Control (N=15)	Treatment (N=51)	Control (N=17)	Treatment (N=32)	Control (N=0)	Treatment (N=7)	Control (N=32)	Treatment (N=90)

▭ = pre-test ▨ = post-test

Table 14. Percentage comparison of student absenteeism prior to and during field testing.

Student Group	Percent Absent Pre-Field Test (School Days = 40)	Percent Absent During Field Test (School Days = 42)	Percent Difference
Treatment	10.4	15.7	+5.3
Control	10.6	16.9	+6.3

Attitude Questionnaire

The students in the treatment group completed a seven item questionnaire at the completion of the field testing. These items were designed to elicit their reactions to the total instructional support experience. Table 15 compares the findings for the Black/Mexican-American students.

Data from item five indicates that the Mexican-American students reported more difficulty in understanding the TV and computer than did the Black students. Responses to item six reveal that the Black students reported an enhanced interest in school as a result of the experience more frequently than did the Mexican-American students.

Table 16 compares the average responses for male/female students to all items of the attitude questionnaire. Data from item four indicate that females were more positive in their response than were males, reporting more frequently that the videocassette and CAI lesson helped them to better remember ideas. Responses to item seven were more positive for female students than for males; girls more frequently reported that they would learn more in other classes with the assistance of these multimedia aids than did boys. Table 16 summarizes these data.

students.

Item	Percent Responding Strongly Agree/Agree		Percent No Opinion		Percent Responding Disagree/Strongly Disagree	
	Black	Mexican-American	Black	Mexican-American	Black	Mexican-American
1. The TV shows held my interest	87.5	87.5	0	5.0	12.5	7.5
2. The TV and computer excited me to learn more than a regular class would have	87.5	77.5	10.0	15.0	7.5	7.5
3. The computer was hard to use	2.5	12.5	2.5	0	95.0	87.5
4. The TV and computer helped me to remember the ideas better	87.5	90.0	7.5	5.0	5.0	5.0
5. The TV and computer were too hard to understand	5.0	22.5	7.5	2.5	87.5	75.0
6. The class with TV and the computer made my whole school day more interesting	92.5	72.5	5.0	20.0	2.5	7.5
7. If other classes used the computer and TV, it would help me learn more	75.0	75.0	12.5	10.0	12.5	12.5

female students.

Item	Percent Responding Strongly Agree/Agree		Percent No Opinion		Percent Responding Disagree/Strongly Disagree	
	Male	Female	Male	Female	Male	Female
1. The TV shows held my interest	87.5	87.5	5.0	0	7.5	12.5
2. The TV and computer excited me to learn more than a regular class would have	87.5	77.5	12.5	12.5	5.0	10.0
3. The computer was hard to use	2.5	12.5	2.5	0	95.0	87.5
4. The TV and computer helped me to remember the ideas better	82.5	95.0	10.0	2.5	7.5	2.5
5. The TV and computer were too hard to understand	12.5	15.0	5.0	5.0	82.5	80.0
6. The class with TV and the computer made my whole school day more interesting	80.0	85.0	10.0	15.0	10.0	0
7. If other classes used the computer and TV, it would help me learn more	67.5	82.5	12.5	10.0	17.5	7.5

Students generally reported an enthusiasm toward this learning experience. While Blacks and females were somewhat more positive in their responses to the items of the questionnaire, all students were basically excited by the use of such multimedia instructional support devices.

Chapter 5. Conclusions

From the data collected during the field test phase and from the experience gained by working with the students and staff at Edison Middle School, the following conclusions can be drawn:

1. Student learning increased when classroom instruction was augmented by the use of the multimedia materials developed in this project.

2. Increases in student learning as measured by correct completion of the CAI materials, were evenly distributed among the Black, Mexican-American, and Anglo participants.

3. Increases in student learning, as measured by the pre- and post-test, were greatest for Black females; all students in the treatment group, however, averaged a higher score on the post-test than did those students in the control group.

4. Student motivation, as measured by class attendance, was higher for those participants in the treatment group.

5. Students positively responded to questionnaire items dealing with their reactions to the experience. While Mexican-American students reported more difficulty in understanding the TV and CAI than did the Black students, this is partially explained by the general English language problems experienced by these students.

6. CAI was found to be a useable instructional tool for students with below-average reading levels. The individualized nature of CAI permitted the students to progress at their own pace, thus accommodating their slow reading comprehension rates.

7. Students evidenced a great deal of enthusiasm and interest to the total experience, particularly to the immediate personal feedback provided in the CAI lesson.

8. Parents and staff members demonstrated a non-threatened endorsement of the total program. The staff members were most open to this method of instructional support and did not appear to view it as an encroachment on the personalism inherent to teaching.

APPENDIX A

Developmental Objectives and Behavioral Outcomes
for Each of Five Instructional Modules

MODULE 1

The first instructional module has the following developmental objectives:

- to reacquaint the student with the early beginnings of man's work
- to explore the technological base of today's work
- to suggest certain societal problems which impinge on man's work

Each of these developmental objectives will be addressed in the three TV and CAI segments and will be summarized in the final CAI lesson.

Module 1	Developmental Objective	Behavioral Outcome
Part A	To reaquaint the student with the early beginnings of man's work.	The student will be able to identify some early forms of work.
Part B	To explore the technological base of today's work.	The student will be able to list jobs under the categories "Indoor Work" and "Outdoor Work". The student will be able to identify jobs that require the worker to deal predominantly with ideas, people, or things.
Part C	To suggest certain societal problems which impinge on man's work.	The student will be able to identify population expansion and energy shortages as two major problems which affect man's work.

MODULE 2

The second instructional module has the following developmental objectives:

- to encourage in the student an understanding and acceptance of self
- to encourage in the student an understanding and acceptance of others and their cultures
- to discover the relationship between personal attitudes and careers

Each of these developmental objectives will be addressed in the three TV and CAI segments and will be summarized in the final CAI lesson.

Module 2	Developmental Objective	Behavioral Outcome
Part A	To encourage in the student an understanding and acceptance of self.	The student will be able to describe himself as having personal worth, dignity, and talents.
Part B	To encourage in the student an understanding and acceptance of others and their cultures.	The student will identify cultural heritage as different from his own but not inferior/superior to his own culture.
Part C	To discover the relationship between personal attitudes and careers.	The student will be able to identify personal traits that will contribute to successful relationships in the working world.

MODULE 3

The third instructional module has the following developmental objectives:

- to understand that work helps man to meet many of his economic and personal needs
- to remind the student that work has a variety of meanings for different people
- to understand that work habits are developed early in life

Each of these developmental objectives will be addressed in the three TV and CAI segments and will be summarized in the final CAI lesson.

Module 3	Developmental Objective	Behavioral Outcome
Part A	To understand that work helps man to meet many of his economic and personal needs.	The student will be able to indicate ways in which work relates to man's economic and personal needs.
Part B	To remind the student that work has a variety of meanings for different people.	The student will be able to identify ways in which people differ in their work expectations.
Part C	To understand that work habits are developed early in life.	The student will be able to list various personal habits which relate to working.

MODULE 4

The fourth instructional module has the following developmental objectives:

- to understand that people work for different reasons
- to explore the relationship between work and goals
- to understand that work is dependent on training available from a variety of sources

Each of these developmental objectives will be addressed in the three TV and CAI segments and will be summarized in the final CAI lesson.

Module 4	Developmental Objective	Behavioral Outcome
Part A	To understand that people work for different reasons.	The student will be able to list reasons that motivate people to work.
Part B	To explore the relationship between work and goals.	The student will be able to identify the individual's responsibility in goal setting as well as the collective approach to goal attainment.
Part C	To understand that work is dependent on training available from a variety of sources.	The student will be able to identify various sources of job training.

MODULE 5

The last instructional module has the following developmental objectives:

- to understand that learning and growth are life-long activities
- to understand that courses offered in school are a means of preparing for future work experience
- to understand that decision-making is a crucial component of career planning and working

Each of these developmental objectives will be addressed in the three TV and CAI segments and will be summarized in the final CAI lesson.

Module 5	Developmental Objective	Behavioral Outcome
Part A	To understand that learning and growth are life-long activities.	The student will identify various ways an individual continues to learn after leaving school.
Part B	To understand that courses offered in school are a means of preparing for future work experience.	The student will identify how certain courses are related to specific jobs.
Part C	To understand that decision-making is a crucial component of career planning and working.	The student will identify how certain kinds of work-related decisions are made.

APPENDIX B

Copy of Attitude Toward
School Inventory

ATTITUDE TOWARD SCHOOL INVENTORY
(JUNIOR HIGH AND HIGH SCHOOL)

Your Name _____ Date _____

I.D. Number _____ School _____

Directions: Please complete each of the items below by putting a check mark (✓) under one of the five headings given in the columns to the right of the statements. Then transfer your answer to the answer sheet that has been provided.

	A Strongly Agree	B Moderately Agree	C Undecided	D Moderately Disagree	E Strongly Disagree
1. During school hours, I would rather be in school than anywhere else.					
2. Whenever I make something like a booklet or a picture, or write a story, or have a good test paper, I take it home.					
3. My abilities are recognized and given a fair place in this school.					
4. When a student doesn't like something in this school there is someone who will listen to him.					
5. When I see a way that I can help out another student, I try to do it.					
6. I believe my school work is fairly judged or graded by my teachers.					

	A Strongly Agree	B Moderately Agree	C Undecided	D Moderately Disagree	E Strongly Disagree
7. My teachers are eager for me to learn new things.					
8. My teachers expect me to do my best in all of my school work.					
9. When a problem comes up in our school groups, we discuss with the teacher how best to deal with it.					
10. I like to go to school.					
11. I feel free to ask my teachers anything I want to.					
12. I feel that my individual needs are being met in this school.					
13. I am proud of my work at school.					
14. I am glad to see other students do well in their school work.					
15. I feel that my teachers like me.					
16. My parents are pleased with my school work.					
17. I feel that I am succeeding in school.					

	A Strongly Agree	B Moderately Agree	C Undecided	D Moderately Disagree	E Strongly Disagree
18. I like my teachers.					
19. My teachers seem cheerful and happy.					
20. Most other students that I know in this school like me.					
21. I take part in class discussions.					
22. I am encouraged to work on topics or projects of special interest to me.					
23. I feel free to speak out in class and tell other students what I think of things they have said or done.					
24. Most of the other students like to see me do well in school.					
25. My teachers do all they can to help me understand what I am supposed to learn.					
26. Our required homework is about right.					
27. When I need to, I can work quietly in most of my classes without being disturbed.					

	A Strongly Agree	B Moderately Agree	C Undecided	D Moderately Disagree	E Strongly Disagree
28. I am proud of my school.					
29. My teachers understand me.					
30. A student in most of my classes can be different from others in most ways and not be made fun of or avoided.					
31. When a student annoys others, or interfers with what the group is trying to do, he is controlled or punished.					
32. A student who has a sense of humor is really appreciated in my classes.					
33. A smart student who is very good in his school work is admired by his classmates.					
34. In my classes I have felt relaxed and at ease.					
35. My classwork is interesting.					
36. The rules of this school are enforced with fairness for everyone.					
37. When it comes to being strict, teachers of most of my classes are about right.					

	A Strongly Agree	B Moderately Agree	C Undecided	D Moderately Disagree	E Strongly Disagree
38. I feel that what I am learning in school will be valuable to me in later life.					
39. I try hard to make a good record in all of my classes.					

APPENDIX C

Copy of
CAI Materials

MODULE 1 CAI Text and Questions	ANSWER	ANSWER RESPONSES 1. Correct; 2. Incorrect; 3. Unexpected; 4. Failure
TEXT: Welcome to your first lesson on the computer!! In the TV show you just watched, the girls were talking about a time long ago. You learned that early man's work was mainly hunting, fishing, and gathering food. All of the sentences below are true. Each one gives a reason why early man hunted. 1. To get wild game to eat. 2. To get clothing for his family. 3. To get hides for rugs. 4. To get food and clothing for his family and tribe, and rugs and bedding for the caves or huts that they lived in. QUESTION: Now type the number of the sentence that best tells why early man worked at hunting.	4, FOUR 1, 2, 3	(1) GOOD (2) Well, that's one reason all right, but there is another sentence that says it more fully. Please try again. (3) Please type a 1, 2, 3 or 4 for your answer. (4) Sentence 4 gives all the reasons. Now try this one:
QUESTION: Now here's a true-false question: (Answer by typing true or false)		

MODULE 1 CAI Text and Questions	ANSWER	ANSWER RESPONSES 1. Correct; 2. Incorrect; 3. Unexpected; 4. Failure
QUESTION: Todays world of work is much more complicated.	TRUE, #T#, #TR	(1) Right!
	FALSE, #F#, #FAL	(2) Do you really think early man's life was more complicated? Try this question again: (3) Please type true or false as your answer! (4) It's much more complicated to live now than in early man's day. Here's some more:
TEXT: The world of work is all around us. It is a world of people, places, thoughts, and things. Work is activity. Activity is doing something. Look at the sentences below and tell if the word "work" can be used to fill in the blank in each one of them. 1. Changing a tire is ____. 2. Planting a garden is ____. 3. Doing homework is ____. 4. Taking care of our teeth is a dentist's ____.		
QUESTION: Now answer true if "work" goes in all the sentences, or false if "work" does not belong in the sentences.	TRUE, #T#, #TR	(1) That's right. All of those things are work.
	FALSE, #F#, #FAL	(2) Try reading all the sentences and putting "work" in the blanks.

MODULE 1 CAI Text and Questions	ANSWER	ANSWER RESPONSES 1. Correct; 2. Incorrect; 3. Unexpected; 4. Failure
		(3) Type "true" or "false" only, please. (4) All of those sentences are about work. Now try this one:
TEXT: Some people work with their hands. Other people work with machines, tools, or equipment. Still others work with ideas. Some people work with all of these things. When your mother fixes dinner she uses her hands, her tools such as the stove, and her ideas about what to serve. If you are working in your garden, you may be using a hoe or a rake. You have ideas about what to plant. But, mainly, what you would say is: QUESTION: Type the word that belongs in the sentence below. When I work in the garden, I am working with my _____.	HANDS, #HAN	(1) That's right!
	MACH, TOOL, EQUIP, IDEA	(2) That's something you can work with, but not the main thing. Please try again. (3) Please answer "machines", "hands", "tools", "equipment", or "ideas". (4) When you work in your garden, you work mainly with your hands. Here's another question:

MODULE 1 CAI Text and Questions	ANSWER	ANSWER RESPONSES 1. Correct; 2. Incorrect; 3. Unexpected; 4. Failure
TEXT: A person who is working with ideas is using his head, his brain. QUESTION: Type the word that belongs in the sentence below: When Edison invented the light bulb, he was working with _____.	IDEA, ID@@	(1) Right! It took ideas to invent the light bulb.
	MACH, TOOL, EQUIP, HAND	(2) That's something that might have been used, but not the main thing I was thinking of. Please try again.
		(3) Please answer "machines", "hands", "tools", "equipment", or "ideas".
		(4) It took ideas to invent the light bulb. Try this one:
QUESTION: Type the word that belongs in the sentence below: Some men and women who work in factories work with machines. They may use their hands, and their heads, but they are paid to run a _____.	MACH	(1) Good. People in factories are paid to run machines.
	TOOL, IDEA HAND, EQUIP	(2) That's something people might use, but not what I was thinking of. Please try again.

MODULE 1 CAI Text and Questions	ANSWER	ANSWER RESPONSES 1. Correct; 2. Incorrect; 3. Unexpected; 4. Failure
		(3) Please answer "machines", "hands", "tools", "equipment", or "ideas".
		(4) People in factories are paid to run machines. Here comes your last question for now:
TEXT: Work is an important part of your life. When you start working, your job will determine whether you work alone or with many people, whether you work indoors or outdoors. You may work for someone or other people may work for you. Work is activity. All your life you will be working. QUESTION: Type the word that belongs in the sentence below: The world is a place at ____.	WORK	(1) That's right. There is work going on all over the world.
	PLAY, WAR	(2) Sometimes it seems that way, all right, but remember that there is activity going on all over the world.
		(3) I wasn't expecting that answer! Remember that there is activity going on all over the world. Please try again.
		(4) The world is a place at work.

MODULE 1 CAI Text and Questions	ANSWER	ANSWER RESPONSES 1. Correct; 2. Incorrect; 3. Unexpected; 4. Failure
TEXT: We know that man has progressed through many ages, and many stages of development and advancement. QUESTION: Type true or false to the sentence below: Changes are taking place much faster now than when your grandparents were your age.	TRUE, #T#, #TR@@ FALSE, #F#, #FAL@@	(1) GOOD (2) Try again (3) Type true or false only, please. (4) Here's the next question:
QUESTION: Type true or false to the sentence below: Changes are faster now than when your parents were your age.	TRUE, #T#, #TR@@ FALSE, #F#, #FAL@@	(1) GOOD (2) Think again (3) I think I said to type true or false only, please. (4) Try this question:

MODULE 1 CAI Text and Questions	ANSWER	ANSWER RESPONSES 1. Correct; 2. Incorrect; 3. Unexpected; 4. Failure
QUESTION: Type true or false to the sentence below: Changes are faster now than any time in history.	TRUE, #T#, #TR@@ FALSE, #F#, #FAL@@	(1) Right again!! (2) Think about that sentence again. (3) You typed something different this time. True or false only, please. (4) Here's another one to try:
TEXT: Much of the change lately has happened because there have been advances in technology. In other words, progress in the use of machines in industry, farming, medicine, and space, among others. We are now living in the "Technological Age". QUESTION: Type true or false to the question below: A computer is something we can think of as belonging to the Technological Age.	TRUE, #T#, #TR@@ FALSE, #F#, #FAL@@, #FAL	(1) Thank you! I'm a computer, you know! (2) Remember that computers are really machines. Try again. (3) True or false, only.

MODULE 1 CAI Text and Questions	ANSWER	ANSWER RESPONSES 1. Correct; 2. Incorrect; 3. Unexpected; 4. Failure
		(4) Try this one:
TEXT: Type true or false to the question below: QUESTION: In one minute, a computer can work math problems that would take a person hours to work with pencil and paper.	TRUE, #T#, TR@@, TRU	(1) Right! I am kinda fast.
	FALSE, #F#, FAL@@, FAL	(2) Think about all I'm doing right now and try again (true or false).
		(3) Remember to type true or false only, please.
		(4) Here's another sentence to try.
TEXT: Now type yes or no to this question: QUESTION: Would you say that the computer has made changes to the world of work?	TRUE, YES #YE	(1) You are so right!
	NO, #N FALSE, #FAL	(2) Think about all you hear about computers and answer again (yes or no).
		(3) Yes or no only this time, please.

MODULE 1 CAI Text and Questions	ANSWER	ANSWER RESPONSES 1. Correct; 2. Incorrect; 3. Unexpected; 4. Failure
		(3) Remember, yes or no only! (4) Here's another sentence:
QUESTION: Would you say that there is so much information in the world today that nobody can possibly learn more than a small part of what there is to know?	YES, #Y TRUE	(1) Right. It's impossible to know everything.
	NO, #N FALSE	(2) Even the smartest person in the world can't know everything! Try again. (3) Yes or no to the question, please. (4) Try this one:
QUESTION: Do you think that people will go on adding more and more to the already great amount of information that we have now?	YES, #Y TRUE	(1) Right! There's plenty of stuff that nobody's thought of yet.
	NO, #N FALSE	(2) Think again. There are lots of things to be thought of still. (3) By now you should know to answer yes or no only, please. (4) Here's another one:

MODULE 1 CAI Text and Questions	ANSWER	ANSWER RESPONSES 1. Correct; 2. Incorrect; 3. Unexpected; 4. Failure
		(4) Try this one:
TEXT: Man has always brought new information and knowledge into the world, but never as fast as he's doing today. That means that every year and every day makes more information available to us, in our schools, in our homes, and for use in our work. The questions I'm going to ask you now can all be answered with yes or no.		
QUESTION: Does more information and knowledge about your work help you to do your work better?	YES, #YE TRUE	(1) GOOD
	NO, #N FALSE	(2) Think again about this one.
		(3) This time type yes or no, please.
		(4) Try this sentence:
QUESTION: Would you say that you know more about more things than a student your age would have known 10 years ago?	YES, #Y TRUE	(1) Right again!
	NO, #N FALSE	(2) I think you know more! Try that one again.

MODULE 1 CAI Text and Questions	ANSWER	ANSWER RESPONSES 1. Correct; 2. Incorrect; 3. Unexpected; 4. Failure
QUESTION: If you left school and started working for a living in the next 3 to 5 years, does that mean you will stop learning?	NO, #N FALSE	(1) I'm glad you said no in answer to that last question, because learning goes on all through life. You may not be able to keep going to school, but you will never stop learning.
	YES, #Y TRUE	(2) I'm sorry that you said that you will stop learning when you get out of school. If you are going to keep up with this world, learning must go on all through life. You may not be able to keep going to school, but you will never stop learning.
		(3) Yes or no to this question, please.
		(4) I wish you had said that you won't stop learning after you get out of school, because learning goes on all through life. You may not be able to keep going to school, but you will never stop learning.
QUESTION: Will you stop learning once you are out of school?	NO, #N FALSE	(1) Good, I'm glad.
	YES, #Y TRUE, RIGHT	(2) I'm sorry to hear that.
		(3) Please answer the question yes or no.

MODULE 1 CAI Text and Questions	ANSWER	ANSWER RESPONSES 1. Correct; 2. Incorrect; 3. Unexpected; 4. Failure
		(4) I'm sorry you feel that way. I try to learn all the time. Here's another question:
QUESTION: Will what you learn at work and away from work make you a better worker?	YES, #Y TRUE, RIGHT	(1) Of course it can, and a better person too!
	NO, #N FALSE	(2) Think again.
		(3) Really? But please answer yes or no.
		(4) What you learn at work and away from work will not only make you a better worker, it will make you a better person too!

MODULE 1 CAI Text and Questions	ANSWER	ANSWER RESPONSES 1. Correct; 2. Incorrect; 3. Unexpected; 4. Failure
TEXT: When you think about the world in which you will work, you know that it will be different because of two big problems--the energy crisis and the population explosion. QUESTION: Type true or false: The energy crisis is caused by shortages in electricity, gasoline, oil, and natural gas.	TRUE, #T#, #TR FALSE, #F#, #FAL	(1) Good! (2) Think again. (4) Try this one:
QUESTION: True or false: A shortage means that the supply cannot keep up with the needs of the people.	TRUE, #T#, #TR FALSE, #F#, #FAL	(1) That's right! (2) Think about the word "shortage" and try again. (4) Here's another one:
TEXT: The need for energy is greater because there are		

MODULE 1 CAI Text and Questions	ANSWER	ANSWER RESPONSES 1. Correct; 2. Incorrect; 3. Unexpected; 4. Failure
so many more people living today. More people use more things that need energy to run. QUESTION: Type true or false about the sentences above:	TRUE, #T#, #TR	(1) That's right. With all the people in the world today, energy is being used very fast.
	FALSE, #F#, #FAL	(2) Think about all the people and all the energy they use. (4) With all the people in the world using energy, it is being used up very fast. Now try this one:
TEXT: 1. Electricity is used to heat and light our homes. 2. Electricity is used to cook our food. 3. Electricity is used to light out streets and run our TV sets. 4. Electricity is used to run machines that make shoes and other things for us. 5. Electricity is used for all the things in the sentences above. QUESTION: Type the number of the sentence that tells why electricity is important to us.	5 (FIVE)	(1) That's right, electricity is used for all those things.
	ALL	(2) Yes but which number covers all uses of electricity?

MODULE 1 CAI Text and Questions	ANSWER	ANSWER RESPONSES 1. Correct; 2. Incorrect; 3. Unexpected; 4. Failure
	1, 2, 3, 4	(2) That's one reason all right, but another sentence covers all the uses better. (3) Please type the number 1, 2, 3, 4, or 5 as your answer. (4) 5 is right because all the sentences tell about uses of electricity. Now try this one:
TEXT: Gasoline is used to run: 1. Airplanes and automobiles. 2. Trucks and motorboats. 3. Wagons and bicycles. 4. Lawn mowers and motorcycles. QUESTION: Type the sentence number that is wrong in the above statement.	3, #THRE	(1) Right!
	1, 2, 4	(2) I think that one is right. I wanted you to tell me which didn't use gasoline, that is which was false. (3) Type 1, 2, 3 or 4 for your answer, please. (4) 4 is the answer because you don't need gas to run wagons or bicycles.
TEXT: In the year 6000 B.C. there were about 5 million people in the whole world. In 1650 A.D., there were about 500 million. This means the number of		

MODULE 1 CAI Text and Questions	ANSWER	ANSWER RESPONSES 1. Correct; 2. Incorrect; 3. Unexpected; 4. Failure
people in the world doubled about every 1,000 years. QUESTION: Type the number that belongs in the following sentence: Between 1650 and 1850, the number of people increased from 500 million to 1,000 million (1 billion). This means it doubled in --- years.	200, TWO HUNDRED, 2 HUN	(1) That's right. It doubled in 200 years from 1650 to 1850. (3) 1650 to 1850 is 200 years. (4) Since 1650 to 1850 is 200 years, the number of people doubled (500 million to 1 billion is double) in 200 years.
TEXT: The population doubled again in 80 years, reaching 2 billion in 1930. It was nearly 4 billion in 1967, doubling again in only 37 years! Because there are so many of us, half the people in the world are hungry every day. There is not enough food in the world to feed all the people. There soon will not be enough space for everyone to live. Cities will be more crowded. There will not be enough jobs for everyone. The growth of population can change a lot of things in the world of work and in the way you live. Now, one more question, please. Type the number that describes the time in which you are now living and will find your life's work:		

MODULE 1 CAI Text and Questions	ANSWER	ANSWER RESPONSES 1. Correct; 2. Incorrect; 3. Unexpected; 4. Failure
1. The Caveman Period. 2. The Agricultural Revolution. 3. The Technological Age. 4. The Industrial Age. 5. The Dark Ages.		
QUESTION:		
Now type the number.	3, #THR	(1) That's right!
	1	(2) That's funny, you don't look like a caveman!
	2, 4, 5	(2) Those were all long ago. Try again.
		(3) Type 1, 2, 3, 4 or 5 please.
		(4) You are living in the Technological Age!

MODULE 1 CAI Text and Questions	ANSWER	ANSWER RESPONSES 1. Correct; 2. Incorrect; 3. Unexpected; 4. Failure
TEXT: This is your last lesson for today. Good Luck! People have always worked. Long ago, they worked simply to survive. QUESTION: Besides gathering food, what type of work did they do?	HUNT	(1) Right! Hunting and fishing, too. Good memory!
	FISH	(1) That's right, they fished and hunted, too.
		(3) Gathering food would mean crops. How else do you think you get food (like fish or meat, for example)?
		(4) Early man hunted and fished as part of his work. I wanted you to say hunted or fished.
QUESTION: What did early man use hides and furs for?	CLOTH, BED RUG	(1) Right. Altogether he used them for clothing, bedding, and rugs for his home.
		(3) That's not really what I had in mind, because early man used hides and furs mainly to wear and use around his home. Try again, please.
		(4) I was thinking he used hides and furs as clothes, and for beds and rugs. Now try this one:

MODULE 1 CAI Text and Questions	ANSWER	ANSWER RESPONSES 1. Correct; 2. Incorrect; 3. Unexpected; 4. Failure
TEXT: Today, work is all around us, everywhere. People work with machines, ideas; or with their hands. QUESTION: Most people also work with other ------. (Type the word that goes in the blank)	PEOP, WORKER	(1) Yes, they do, and that's why it's so important that we learn to get along with other people.
	THING	(1) That's true, but I was hoping you'd say people. It's very important that we learn to get along with other people. (3) That's not exactly what I had in mind. When most people work, they work for or with someone else. Try again. (4) Most people work with other "people".
QUESTION: Do you like to work with your hands?	YES	(1) Good! Many people earn their living working with their hands. Right now you are working with your hands to talk to me. (The computer, that is.)
	NO	(1) No? No problem. Some people like working with ideas or machines. To work with machines you need skilled hands. A typist uses her hands to run a machine. (3) Please type yes or no for your answer.

MODULE 1 CAI Text and Questions	ANSWER	ANSWER RESPONSES 1. Correct; 2. Incorrect; 3. Unexpected; 4. Failure
		(4) Whether you like to work with your hands or not, there is still plenty to do in the world of work.
QUESTION: How about working with machines, would you enjoy that	YES	(1) Right on to that answer! There are a lot of machines in this world that need skilled operators.
	NO	(1) Sorry to hear that, because I'm a machine, myself, you know. If it were not for machines, almost all work would be done by hand.
		(3) I guess you really don't know until you have tried it.
QUESTION: Would you like to make your living working with ideas?	YES	(1) Great! That means you are a creative person, and the world needs creative people.
	NO	(1) I know that it's hard to think of working only with ideas. It's easier to think of how you would work with other people or machines.
		(3) That was another yes or no question. Please try again and answer by typing yes or no.
QUESTION: Would you rather work indoors or outdoors?	IN	(1) Indoors? Yeah!! Me, too. In fact, computers almost always have to work indoors.
	OUT	(1) Outdoors? Lucky you! Computers almost always have to stay indoors. But you have a choice!

MODULE 1 CAI Text and Questions	ANSWER	ANSWER RESPONSES 1. Correct; 2. Incorrect; 3. Unexpected; 4. Failure
		(3) Really I wanted you to type "indoors" or "outdoors" as an answer to the question. Please try again.
		(4) Well whether you end up working indoors or outdoors, I hope you enjoy what you're doing.
QUESTION: Ok, now type three jobs that make a person work outdoors most of the time	@@@@	(1) OK.
	#NO#, #I DON'T, #WHY	(2) Oh, I bet you can think of some jobs like that. Please try again.
		(3) Just list some jobs (like: farmer, bricklayer); anything you can think of.
		(4) Well, I'm sure your teacher can tell you of some outside jobs.
QUESTION: Can you think of any more outside jobs?	YES	(1) Great! There are lots of jobs to do outside. Maybe you will make one of them your life's work!
	NO	(1) Well, I'm sure you will see some more if you look around outside in the world of work.
		(3) That was another yes or no question! Please try again.

MODULE 1 CAI Text and Questions	ANSWER	ANSWER RESPONSES 1. Correct; 2. Incorrect; 3. Unexpected; 4. Failure
QUESTION: Now type three jobs that make a person work indoors most of the time.	@@@@	(1) OK.
	#NO#, #I DON'T, #WHY#	(2) You can think of some indoor jobs! Please try again.
		(3) Like before, just list some indoor jobs (as many as you can think of, up to three).
		(4) Well, ask your teacher to tell you about some indoor jobs.
TEXT: Technology is changing the world of work. Machines are doing more and more work for man.		
QUESTION: Do you think that you are living in the Technological Age?	YES	(1) You can say that again! We computers had a lot to do with bringing all this change into the world.
	#NO#	(2) Think about machines like me and try that question again.
		(3) That was a yes or no question. Please try again.
		(4) We are living in the Technological Age. Machines like me had a lot to do with bringing change into the world.

MODULE 1 CAI Text and Questions	ANSWER	ANSWER RESPONSES 1. Correct; 2. Incorrect; 3. Unexpected; 4. Failure
TEXT: There is an energy crisis in our country right now. QUESTION: Does this mean we have a shortage of electricity and gas?	YES	(1) True! People need more electricity and gas than is being made.
	NO	(2) Think about all the electricity and gas we are using and try again.
		(3) That was a yes or no question! Please try again.
		(4) One cause of the energy crisis is the fact that there is a shortage of electricity and gas.
TEXT: Another problem is the population explosion. This means that there are too many people in the world to feed and clothe. QUESTION: Without going over all those numbers, tell me this: Is the population of the world now doubling every 1000 years, or about every 37 years? (Answer by typing 1000 or 37)	37	(1) About every 37 years. That's a lot of people in a fairly short time. Fantastic!
	1000 1,000	(2) That was true in the year 1650, but today it's doubling much faster. Please try again.

MODULE 1 CAI Text and Questions	ANSWER	ANSWER RESPONSES 1. Correct; 2. Incorrect; 3. Unexpected; 4. Failure
		(3) I was expecting you to type either 1000 or 37. Please try again and remember that the numbers are all on the top row! (4) The population of the world is growing so fast that now it doubles in only about 37 years! That's unreal!!
TEXT: You are a very important person. There is only one person in the whole world like you. QUESTION: Now tell me in your own words what kind of work you would most like to do.	@@@@	(1) Excellent! It's good to see that you have already started to think about your life's work. You may change your mind later, but it's good to think about what you want to do with your life.
	#NO#, #I DON'T, #WHY	(2) I hope that soon you will start to think about what you want to make your life's work. (Or at least, if you have already thought of something, you will tell me next time!) (3) I wasn't expecting you to say that. Please try again. (4) I hope that you will soon start to think about what you want to do for your life's work. Planning ahead is important to get the best job.

MODULE 2 CAI Text and Questions	ANSWER	ANSWER RESPONSES 1. Correct; 2. Incorrect; 3. Unexpected; 4. Failure
TEXT: As a person, you have worth and dignity. Remember that! You should have a good attitude about yourself and your skills.		
QUESTION: If there was something you didn't like about yourself, like your posture or your sense of humor, could you change it?	#Y, #YES YES	(1) Beautiful! You are thinking positively about yourself. You are saying, "I can do whatever I have to do to make myself a better person".
	#N, NO	(2) Oh, but you can. You can do whatever it takes to make yourself a better, happier person.
		(3) Answer yes or no.
QUESTION: Do some people turn you off?	#Y, YES	(1) Of course they do. They do things that you don't like or act in a way you wouldn't.
	#N, NO	(1) No one? You must be a saint!
		(3) Answer yes or no.
TEXT: There are people who have qualities you admire. These are the same qualities you should try to build into your own character.		

MODULE 2 CAI Text and Questions	ANSWER	ANSWER RESPONSES 1. Correct; 2. Incorrect; 3. Unexpected; 4. Failure
TEXT: I am very serious when I say you should have a good attitude about yourself. QUESTION: Is this the same thing as saying you should be conceited or stuck up?	N, NO	(1) Indeed not! It simply means taking pride in yourself -- in your culture and in your worth as a person.
	Y, YES	(2) You're kidding, of course. A good attitude about yourself means taking pride in your culture and worth as a person.
		(3) Answer yes or no.
TEXT: People may have different cultural backgrounds, but this doesn't make some people better than other people. QUESTION: Does it make one culture better than another?	N, NO	(1) Right! No way! Different, yes, but no culture is better than another.
	Y, YES	(2) No way! Different, yes, but not better.
		(3) Answer yes or no.
TEXT: People bring dignity and worth to their jobs.		

MODULE 2 CAI Text and Questions	ANSWER	ANSWER RESPONSES 1. Correct; 2. Incorrect; 3. Unexpected; 4. Failure
QUESTION: Among the following statements, which do you agree with? 1. You must have a good attitude towards yourself and your work. 2. Every person has the ability to do something. 3. It is good that your interests can be different from others. Type the number of one of the statements that you agree with.	1, 2, 3	(1) Right! All are correct statements. (4) All are valid statements.
QUESTION: Among the following statements type the number that you agree with. 1. Even though your values may differ from others, the important thing is for you to have values. 2. People's values can be measured strictly by the size of their paycheck. 3. A good attitude toward your work will only get you in trouble with your fellow workers.	1	(1) Definitely! Nice going!
	2	(2) No, that statement is false. Choose the correct statement.
	3	(2) That is a false statement. Choose the correct statement. (3) Type the number that is correct.

MODULE 2 CAI Text and Questions	ANSWER	ANSWER RESPONSES 1. Correct; 2. Incorrect; 3. Unexpected; 4. Failure
		(4) Number 1 is correct. The other two are false.
TEXT: If you were to talk with your parents, neighbors, and friends about their interests, you could fill a notebook. No two people are completely alike. Each person has his very own skills and interests. Your special skills are what you take into the world of work. TEXT: Type the number that best completes this statement. QUESTION: People who make the most of their opportunities usually are those who have pride in their: 1. personal appearance 2. character 3. culture 4. worth and dignity 5. all of the above	5	(1) Beautiful!
	1, 2, 3, 4	(2) Think back to past lessons.
		(3) Type the number that best completes the statement.
		(4) All four are important.

MODULE 2 CAI Text and Questions	ANSWER	ANSWER RESPONSES 1. Correct; 2. Incorrect; 3. Unexpected; 4. Failure
TEXT: Type true or false as your answer to the following statements:		
QUESTION: There is only one person exactly like you in the whole world.	#T, #TR TRUE	(1) That's right, you are one of a kind.
	#F, #FAL FALSE	(2) Please try again.
		(3) Please answer true or false.
		(4) I was looking for true, but I am sure that you knew the answer. You are unique, one of a kind, no one else is exactly like you.
QUESTION: You have real feelings and talents.	#T	(1) Right on!
	#F	(2) Guess again.
		(3) Please answer true or false.
		(4) You do have real feelings and talents, everyone does.
QUESTION: You are proud of your culture, proud of who you are.	#T	(1) Yes, everyone should be proud of himself and his culture.
	#F	(2) I'm sorry to hear that, everyone should be proud of himself and his culture.

MODULE 2 CAI Text and Questions	ANSWER	ANSWER RESPONSES 1. Correct; 2. Incorrect; 3. Unexpected; 4. Failure
		(3) Please type true or false.
		(4) You should be proud of who you are, of your culture, and of what you can do.
QUESTION:		
You can help other people understand your culture.	#T	(1) That is right.
	#F	(2) No, I am looking for another answer.
		(3) Don't forget --- type true or false.
		(4) You can help people to understand your culture, how you feel and why you act the way you act, and many other things.
QUESTION:		
You can learn to understand the culture of other people.	#T	(1) That's right!
	#F	(2) You must have the answer on the tip of your tongue, try again.
		(3) Type true or false.
		(4) You really can learn to understand the culture of other people.
TEXT:		
People may live differently. They may speak another language. This means they have a different culture than yours. This doesn't mean that some people are better than others, or that one culture is better than another. They are just different.		

MODULE 2 CAI Text and Questions	ANSWER	ANSWER RESPONSES 1. Correct; 2. Incorrect; 3. Unexpected; 4. Failure
Type true or false for your answer to the following statements:		
QUESTION:		
Everyone should have pride in his own background.	#T	(1) Good going!
	#F	(2) Please try again.
		(3) Please type true or false.
QUESTION:		
It would be a dull world if everyone was like everyone else.	#T	(1) Keep up the good work!
	#F	(2) Keep trying, you can figure it out.
		(3) Type true or false.
		(4) It sure would be a dull world! No excitement or personality at all!
QUESTION:		
You should be interested in other people's backgrounds as well as your own.	#T	(1) That's right, you should be.
	#F	(2) Think it over . . .
		(3) Type true or false.
		(4) You should be interested in other people. Their experiences may benefit you greatly.

MODULE 2 CAI Text and Questions	ANSWER	ANSWER RESPONSES 1. Correct; 2. Incorrect; 3. Unexpected; 4. Failure
QUESTION: All of the people who lived before us came from England.	#F	(1) Good work!
	#T	(2) Did your grandfather come from England? Did any of the recent presidents? Think this over and make another choice.
		(3) Type true or false.
		(4) America is made up of many people, many of which did not come from England. People from all over the world have come to America to live.
QUESTION: The United States of America is made up of many cultures.	#T	(1) That's right.
	#F	(2) Think of America as a country of many different people.
		(3) Type true or false.
		(4) The United States of America is filled with people of many different cultures. The mixing of cultures in this country keeps it strong by giving the people freedoms and pooling their ideas to form better government.
QUESTION: If you can speak two languages, you could help someone else learn another language.	#T	(1) You are right.
	#F	(2) You could do it! I know you could.

MODULE 2 CAI Text and Questions	ANSWER	ANSWER RESPONSES 1. Correct; 2. Incorrect; 3. Unexpected; 4. Failure
		(3) Type true or false. (4) You have the ability to teach someone else a language. If you really tried, I have a feeling that you could do it.
TEXT: Because people came to America from many different countries, the USA has been called "a melting pot". I'm sure you have heard that expression before. It means that America has many different people and customs blended together. 1. America is a nation that has blended many cultures into its own. 2. The customs and ways of foreign people make up their culture. 3. It is interesting to learn about the cultures of other countries. 4. Your cultural background is better than John's and John's is better than Mary's. QUESTION: Type the number that is a wrong statement.	4	(1) Very good, because no ones culture is better than any other.
	1	(2) I am looking for the number of the statement that is wrong. (3) Are you sure that the statement you picked is wrong? Please try to pick the one that is not correct. (4) Number 4 is incorrect because no person's culture is any better than any other person's culture.

MODULE 2 CAI Text and Questions	ANSWER	ANSWER RESPONSES 1. Correct; 2. Incorrect; 3. Unexpected; 4. Failure
TEXT: Type the number that best completes these sentences. QUESTION: A person with dignity holds his head 1. low 2. high	2	(1) Right on!
	1	(2) Think it over -- a person with dignity isn't looking at the ground.
		(3) Type the number of your choice.
		(4) A person with dignity holds his head high because he is proud of who he is and what he can do.
QUESTION: You should try to bring dignity and worth to yourself by working to meet your 1. desires 2. goals 3. both of the above	3	(1) That's right!
	1, 2	(2) You have half of the answer. Try to find a number that has the whole answer in it.
		(3) Type the number of the statement that fits the question.
		(4) A person brings dignity to himself when he trys to meet his goals and desires. Why not try to get both?

MODULE 2 CAI Text and Questions	ANSWER	ANSWER RESPONSES 1. Correct; 2. Incorrect; 3. Unexpected; 4. Failure
TEXT: Type true or false. QUESTION: There will be many working opportunities open to you, so all you have to do is wait for them to come along.	#F, #FAL, FALSE #T#, #TR, TRUE	(1) Good work. (2) Think it over, there will be many people trying for jobs that you can do. (3) Type true or false. (4) You must be ready for any and all job opportunities, because many of them come few and far between.
QUESTION: There will be many jobs you can do, but also many other people who can do the same job.	#TR, #T, TRUE #F, #FAL, FALSE	(1) Keep it up! (2) Don't forget, there are many, many people in the world. (3) Type true or false. (4) Don't forget this -- There are many jobs that you can do, but there are many other people that really can do the same job.

MODULE 2 CAI Text and Questions	ANSWER	ANSWER RESPONSES 1. Correct; 2. Incorrect; 3. Unexpected; 4. Failure
QUESTION: You must be ready and able to show that you can do a good job.	#T,#TR, TRUE #F, #FAL, FALSE	(1) Keep on trucking! (2) Remember -- There are many people that can do the same job. (3) Type true or false. (4) The statement is true. You may not get hired if you don't show that you can do a good job.
QUESTION: Employers will hire anybody just to get the job done.	#F, #FAL, FALSE #T, #TR, TRUE	(1) Great work! (2) Would you hire anybody? Try again. (3) Type true or false. (4) Employers are very selective of who they hire. "Anybody" will just not do.
QUESTION: You will bring your personality and attitudes to your job.	#T, #TR TRUE	(1) Why sure, if you have a job, your personality is in it too.

MODULE 2 CAI Text and Questions	ANSWER	ANSWER RESPONSES 1. Correct; 2. Incorrect; 3. Unexpected; 4. Failure
	#F, #FAL FALSE	(2) You must go to your job, and so must something else. (3) Type true or false. (4) If you have a job, your personality goes in with it. In some jobs, such as being a salesman, your personality plays an important role in pleasing customers.
TEXT: Type the number which correctly completes the sentence. People who make the most of their opportunities usually are those who have pride in 1. themselves 2. their personal appearance 3. their culture 4. all of the above QUESTION: What is your answer?	4	(1) You are right.
	1, 2, 3	(2) You have part of the answer, but there is another answer that is better than the one you just gave. (3) Type the number that is the correct answer to the sentence. (4) All of the answers are correct. Did this surprise you? It may have, but they are still true. You must have pride in yourself.

MODULE 2 CAI Text and Questions	ANSWER	ANSWER RESPONSES 1. Correct; 2. Incorrect; 3. Unexpected; 4. Failure
TEXT: One of the world's greatest golfers who made the most of his skills is 1. Lee Trevino 2. Jack Nicklaus 3. Both QUESTION: What is your answer?	3	(1) That's right! They both are great golfers.
	1, 2	(2) You have most of the answer, but it is lacking something.
		(3) Type the number which correctly completes the sentence.
		(4) Both of these men are great golfers who made the most of their skills.
TEXT: Porfirio Salinas made the most of himself by using his great talents to become a famous 1. prizefighter 2. artist 3. professional golfer QUESTION: What is your answer?	2	(1) Good going!
	1, 3	(2) No, but he had a lot to do with paint.
		(3) Type the number that correctly completes the sentence.

MODULE 2 CAI Text and Questions	ANSWER	ANSWER RESPONSES 1. Correct; 2. Incorrect; 3. Unexpected; 4. Failure
		(4) Porfirio Salinas made the most of his personal talents by becoming an artist.
TEXT: George Foreman did not finish school, but he worked hard to become successful. In the Job Corps he learned to box. Given this chance, he 1. made the U.S. Olympic team 2. won an olympic gold medal for the U.S.A. 3. became the world's heavyweight boxing champion 4. all of the above		
QUESTION: What is your answer?	4	(1) Wasn't he active?
	1, 2, 3	(2) He did more than that!!!
		(3) Type the number that correctly completes the sentence.
		(4) He did all of those things! I just can't believe it, but he did. Superman should have been so good!!
TEXT: George Foreman, Jack Nicklaus, Lee Trevino, and Profirio Salinas are good examples of men who found dignity and worth in themselves. Would you say that they worked hard to fulfill their desires and goals?		

MODULE 2 CAI Text and Questions	ANSWER	ANSWER RESPONSES 1. Correct; 2. Incorrect; 3. Unexpected; 4. Failure
QUESTION: Your answer?	#Y#, YES, #Y	(1) Right on!
	NO, #N	(2) Come on, you know the right answer.
		(3) Type yes or no.
		(4) Everyone has to work hard to get their goals and desires. In this case, much practice was involved.
TEXT: It is up to each of us to make the most of the skills we have to work with. We may not have the ability to be a great painter, golfer, or prize fighter, but we can all be good at something. We can build on whatever skills we have. Type the right number. Every person has 1. ability 2. personality 3. worth 4. value 5. all of the above		
QUESTION: What is your answer?	5	(1) Keep it up!
	1, 2, 3, 4	(2) You underestimate yourself! Think big, because you are big!

MODULE 2 CAI Text and Questions	ANSWER	ANSWER RESPONSES 1. Correct; 2. Incorrect; 3. Unexpected; 4. Failure
		(3) Try again. (4) They were all correct. Ever_ person has ability, personality, worth, and value.

MODULE 3 CAI Text and Questions	ANSWER	ANSWER RESPONSES 1. Correct; 2. Incorrect; 3. Unexpected; 4. Failure
TEXT: One idea that comes to mind when you think about a job is that we work to survive. Working is a way to get the money to eat and support ourselves and our families. Type true or false. QUESTION: Work satisfies our economic needs, our need for money.	#T, #TR, TRUE	(1) Way to go!
	#F, #FAL, FALSE	(2) How would you eat without money? (3) Type true or false. (4) Work provides us with money, which satisfies our economic needs.
QUESTION: Money is the means of buying things to meet our family's needs.	#T, #TR, TRUE	(1) Keep it up!
	#F, #FAL, FALSE	(2) Can people live without money? (3) Type true or false. (4) The statement is true.

MODULE 3 CAI Text and Questions	ANSWER	ANSWER RESPONSES 1. Correct; 2. Incorrect; 3. Unexpected; 4. Failure
QUESTION: When we work we trade our services and time for money.	#T, #TR, TRUE #F, #FAL, FALSE	(1) Beautiful! (2) Think hard -- what do you get paid for? (3) Type true or false. (4) The statement is true.
QUESTION: Money can buy anything.	#F, #FAL, FALSE #T, #TR, TRUE	(1) Right on! (2) Come on, you know the answer. (3) Type true or false. (4) Money can't buy anything, the statement is false.
TEXT: People work for money to meet their economic needs. They also work to meet their social needs. This means that they like the people they work with. They enjoy their job. Type true or false.		

MODULE 3 CAI Text and Questions	ANSWER	ANSWER RESPONSES 1. Correct; 2. Incorrect; 3. Unexpected; 4. Failure
QUESTION: Some people are happy in their work because the people they work with are helpful and friendly.	#T, #TR, TRUE	(1) Nice going!
	#F, #FAL, FALSE	(2) No, think the statement over carefully.
		(3) Type true or false.
		(4) The statement is true.
TEXT: Some people like their job even though they don't make a lot of money at it. They like what they do and the people they work with.		
QUESTION: Money isn't everything to consider in a job.	#T, #TR, TRUE	(1) Right!
	#F, #FAL, FALSE	(2) Don't value money so high.
		(3) Type true or false.
		(4) The statement is true, money isn't the only thing to consider.

MODULE 3 CAI Text and Questions	ANSWER	ANSWER RESPONSES 1. Correct; 2. Incorrect; 3. Unexpected; 4. Failure
QUESTION: Work means different things to different people because all of us have different interests and skills.	#T, #TR, TRUE	(1) That's right.
	#F, #FAL, FALSE	(2) Think: Do we all have the same idea of work?
		(3) Type true or false.
		(4) Work does mean different things to different people.
QUESTION: People who look forward to going to work each day probably are happy in their job.	#T, #TR, TRUE	(1) Go to the head of the class.
	#F, #FAL, FALSE	(2) Think the statement over.
		(3) Type true or false.
		(4) The statement is true.
QUESTION: People who enjoy one type of work might not be happy if they had to do another type of work.	#T, #TR, TRUE	(1) Keep up the good work!
	#F, #FAL, FALSE	(2) Remember -- every person is unique.

MODULE 3 CAI Text and Questions	ANSWER	ANSWER RESPONSES 1. Correct; 2. Incorrect; 3. Unexpected; 4. Failure
		(3) Type true or false. (4) The statement is true.
QUESTION: What type of people do you enjoy being with? Do you like people with different ideas than yours? Do you like to learn and grow with others or are you satisfied to stick with a few people that think and feel as you do? These are important things to consider when you start thinking seriously about a career.	#T, #TR, TRUE	(1) That's thinking!
	#F, #FAL, FALSE	(2) Try again. (3) Type true or false. (4) The statement is true.
QUESTION: Do you enjoy working outdoors? Do you like work where you use your body and hands a lot? Working outdoors and breathing fresh air is a wonderful thing to be able to do, and if you enjoy it, you should look for a job that would keep you outdoors.	#T, #TR, TRUE	(1) Beautiful.
	#F, #FAL, FALSE	(2) Try again. (3) Type true or false. (4) The statement is true.

MODULE 3 CAI Text and Questions	ANSWER	ANSWER RESPONSES 1. Correct; 2. Incorrect; 3. Unexpected; 4. Failure
TEXT: Perhaps you enjoy inside work, using your mind and hands in creative work. It is important to think about where and how you would like to work when you are considering an occupation. Type yes or no to the following questions. QUESTION: Will you be content to make the same amount of money every year?	#Y, YES, NO, #N	(1) That's good, you are thinking about your future job. (3) Answer yes or no.
QUESTION: Would you like a job that pays more money as you become more skilled?	#Y, #N, YES, NO	(1) You really have been thinking about it, haven't you? (3) Answer yes or no.
QUESTION: Would you be willing to take a job far away from Texas; far away from your family and friends?	#Y, #N, YES, NO	(1) It is good that you think of these things. (3) Answer yes or no.

MODULE 3 CAI Text and Questions	ANSWER	ANSWER RESPONSES 1. Correct; 2. Incorrect; 3. Unexpected; 4. Failure
TEXT: These are all ideas to think about when looking for work. QUESTION: Type the number of the sentence that you think is right. 1. Work means different things to different people. 2. All jobs are alike so take the first job you can get and be happy. 3. Anybody can do any job they make up their mind to do.	1	(1) Correct.
	2	(2) All jobs are not alike!
	3	(2) Remember that we each have our own special talents. (3) Type the number of the sentence you think is right.
QUESTION: Type the number of the sentence that you think is right. 1. Some people enjoy outdoor work. 2. Some people like indoor work. 3. Some people are lazy. 4. Some people work harder than others. 5. All of the above are true.	5	(1) Good going!

MODULE 3 CAI Text and Questions	ANSWER	ANSWER RESPONSES 1. Correct; 2. Incorrect; 3. Unexpected; 4. Failure
	1, 2, 3, 4	(2) You are partially correct. Try again. (3) Type the number of the sentence that you think is right. (4) All of the sentences are true.
QUESTION: Type true or false. You shouldn't start thinking about your future work until you get out of school.	#F, #FAL, FALSE	(1) Yes, you are right.
	#T, #TR, TRUE	(2) Think the statement over carefully. (3) Type true or false. (4) The statement is false, you should start now.
QUESTION: Our country cannot function if everybody sits and goofs off.	#T, #TR, TRUE	(1) Keep it up!
	#F, #FAL, FALSE	(2) How would the work get done? (3) Type true or false. (4) The statement is true.

MODULE 3 CAI Text and Questions	ANSWER	ANSWER RESPONSES 1. Correct; 2. Incorrect; 3. Unexpected; 4. Failure
QUESTION: Girls shouldn't think about the kind of work they would like to do because they are only supposed to do housework.	#F, #FAL, FALSE #T, #TR, TRUE	(1) Great! (2) Come on, you know the right answer! (3) Type true or false. (4) The statement is false, because girls shouldn't be confined to housework.
QUESTION: Part-time or summer jobs can teach you something about work.	#T, #TR, TRUE #F, #FAL, FALSE	(1) That's right, they can. (2) Think of the experience you would gain. (3) Type true or false. (4) The statement is true.
QUESTION: Type the number of the sentence you think is right. 1. There are many different types of work to be performed. 2. It takes many people working at many different types of jobs to do all the work that is done today.		

MODULE 3 CAI Text and Questions	ANSWER	ANSWER RESPONSES 1. Correct; 2. Incorrect; 3. Unexpected; 4. Failure
3. A person trying to find a career has many jobs from which to choose. 4. All of the above are true.	4	(1) Beautiful!
	1, 2, 3	(2) You have part of the answer -- try again.
		(3) Type the number of the sentence you think is right.
		(4) All of the sentences are true.
TEXT: Type true or false.		
QUESTION: Because people have different skills, they should look for a job in which their skills can be best used.	#T, #TR, TRUE	(1) Right on!
	#F, #FAL, FALSE	(2) Think hard -- a person wants to use his skills.
		(3) Type true or false.
		(4) The statement is true, because a person wants to use his skills.
QUESTION: Counselors can help students look at what specific jobs are like.	#T, #TR, TRUE	(1) That is who to go to for the information.

MODULE 3 CAI Text and Questions	ANSWER	ANSWER RESPONSES 1. Correct; 2. Incorrect; 3. Unexpected; 4. Failure
	#F, #FAL, FALSE	(2) You can do better than that. (3) Type true or false. (4) The statement is true. Counselors have a lot of info on jobs and careers.
QUESTION: Some jobs require a lot of education, even college education.	#T, #TR, TRUE	(1) That's right.
	#F, #FAL, FALSE	(2) Think about the professors and other teachers -- didn't they have to have an education? (3) Type true or false. (4) The statement is true.
QUESTION: Some jobs do not require much education, but the worker must be well trained.	#T, #TR, TRUE	(1) Right, training is required.
	#F, #FAL, FALSE	(2) No one wants to hire a person that can't do the job! (3) Type true or false. (4) The statement is true.

MODULE 3 CAI Text and Questions	ANSWER	ANSWER RESPONSES 1. Correct; 2. Incorrect; 3. Unexpected; 4. Failure
TEXT: As you go through life, you will find out that people are different from each other. QUESTION: Type the right number. People have different 1. interests 2. skills 3. attitudes 4. values 5. all of the above	5	(1) Good going!
	1, 2, 3, 4	(2) That's right, but there is much more to the answer.
		(3) Type the number of the statement that best fits the sentence.
		(4) All of the answers are right. Every person is unique, so everyone has their own interests, skills, attitudes, and values.
TEXT: Type true or false. QUESTION: What interests me may not interest you.	#T#, #TR TRUE	(1) That's right, everyone has their own interests.

MODULE 3 CAI Text and Questions	ANSWER	ANSWER RESPONSES 1. Correct; 2. Incorrect; 3. Unexpected; 4. Failure
	#F#, #FAL, FALSE	(2) Are you sure? What may interest me may bore you. (3) Type true or false. (4) The statement is true, because we may be totally different persons, because every person is unique.
QUESTION: What interests both of us might not interest some other person.	#T, #TRU, TRUE	(1) Very good, keep it up!
	#F, FAL, FALSE	(2) Remember that all people are unique, and try again. (3) Type true or false. (4) Another person might not have any interest in our interests, so the answer to the question is "true".
TEXT: Luis and Roy both work as waiters. Luis likes to repair his car on Saturday and Roy likes to play in a band. Does this show that people who do the same work have different interests away from work?		

MODULE 3 CAI Text and Questions	ANSWER	ANSWER RESPONSES 1. Correct; 2. Incorrect; 3. Unexpected; 4. Failure
QUESTION: Type true or false.	#TR, #T, TRUE	(1) That's correct, people do have different interests away from work.
	#F, #FAL, FALSE	(2) Try again; and think it over.
		(3) Type true or false.
		(4) People may have different interests away from work because different people spend their spare time in different ways.
TEXT: People are different in their skills. Most of us can do some things better than others. Jack can run faster than Jill, but he cannot sing as well as she can. Jill can sing better than Mary, but Mary sews better than Jill. So it goes.		
QUESTION: Type the right number. The better football team would be the one whose players 1. were all running backs 2. had different abilities so that all positions could be played	2	(1) Your answer is right.
	1	(2) With all the players being running backs, who would hike the ball?

MODULE 3 CAI Text and Questions	ANSWER	ANSWER RESPONSES 1. Correct; 2. Incorrect; 3. Unexpected; 4. Failure
		(3) Type the number that best completes the sentence. (4) A team needs to be well rounded, that is, it needs people with many different talents. This is the same in any situation where people must work together. People can be placed where they can do the best job possible, thus being successful.
QUESTION: Teamwork is an important part of 1. football 2. a symphony orchestra 3. the world of work 4. all of the above	4	(1) I sure can't fool you!
	1, 2, 3	(2) Your answer is partially correct, but the full answer covers much more than the one you gave. (3) Type the number of the statement that best completes the sentence. (4) All of the statements are correct. They all require a lot of teamwork.
TEXT: It takes people with different skills to do the world's work because there are so many different types of work to do. When everyone's skills are put to good use, the best results can be expected. When a person works at something that he cannot do very well, he usually does not do a good job and is usually unhappy.		

MODULE 3 CAI Text and Questions	ANSWER	ANSWER RESPONSES 1. Correct; 2. Incorrect; 3. Unexpected; 4. Failure
QUESTION: Type the right number. If someone who worked for you was not doing a good job, what would you do? 1. Try that person at a different job which he might do very well. 2. Find another person for the job who could do it better. 3. Both of the above.	3	(1) Very good, you took care of both the problems involved.
	1	(2) Your answer is partially correct, but you have not taken care of the vacancy left in his old job.
	2	(2) Are you going to just forget the person in trouble? (3) Type the number of the statement that best completes the sentence. (4) You would do both. This could be very beneficial to both you and the person you moved, because he could be very good at his new job.
TEXT: When a person is interested in his job and has the skill to do his work well, he has a good attitude toward his work. It is also very important to have a good attitude about yourself. You can develop a good attitude about yourself by		

MODULE 3 CAI Text and Questions	ANSWER	ANSWER RESPONSES 1. Correct; 2. Incorrect; 3. Unexpected; 4. Failure
remembering that you have the skill to do something, to do it well. When you do something well, it gives you confidence in yourself. Type true or false. QUESTION: A good attitude about yourself will help you to have a good attitude toward your work, and about your whole life.	TRUE #T, #TR #F, #FAL, FALSE	(1) Right, a good attitude sure helps the moral. (2) Think it over -- a person who has a bad attitude of himself always feels bad and is unhappy. (3) Type true or false. (4) With a good attitude of yourself, makes life seem so much better and really makes you feel good.
TEXT: Type the number you think is right. QUESTION: 1. All people know early in life what they would like to do for a living. 2. Very few people know early in life what they would like to do for a living.	2 1	(1) Go to the head of the class. (2) You may have made up your mind, but remember, there are many other people in the world.

MODULE 3 CAI Text and Questions	ANSWER	ANSWER RESPONSES 1. Correct; 2. Incorrect; 3. Unexpected; 4. Failure
		(3) Type the number that you think is right. (4) Believe it or not, many people do not know what they would like to do for a living. Many of them take their time about choosing a career.
TEXT: Type true or false. QUESTION: It is not too early to start thinking about your future job.	#T, #TR, TRUE #F, #FAL, FALSE	(1) That's right, it's never to early to start. (2) Don't wait too long! (3) Type true or false. (4) It is not too early to start thinking of a future job. You may be able to get one before you want to work!
TEXT: People's values are different, just as their skills, interests, and attitudes are different. Work means different things to different people. Type true or false.		

MODULE 3 CAI Text and Questions	ANSWER	ANSWER RESPONSES 1. Correct; 2. Incorrect; 3. Unexpected; 4. Failure
QUESTION: People work for different reasons, such as money, satisfaction, or special praise.	#T, #TR, TRUE #FAL, #F, FALSE	(1) Do you have the answers or something? I'm not even that good!! (2) If all people are different, do you suppose they would have the same idea of work? (3) Type true or false. (4) Since all people are different, it seems to be reasonable that they have different ideas of work.
QUESTION: Some people value the work they do more than the money they get paid for doing it.	#T, #TR, TRUE #F, #FAL, FALSE	(1) Very good. (2) What about voluntary work? (3) Type true or false. (4) Some people work for nothing because they believe in the work that they are doing, and they get more satisfaction from that than the money they would have received working during the time they were volunteering their services.

MODULE 3 CAI Text and Questions	ANSWER	ANSWER RESPONSES 1. Correct; 2. Incorrect; 3. Unexpected; 4. Failure
TEXT: Some people do voluntary work. This means they don't get paid for their work. They give their time freely. Money is not their reason for working. They work for the satisfaction it can bring. Answer yes or no. QUESTION: Have you ever done any voluntary work?	YES NO	(1) You know what satisfaction it can bring. Many worthwhile projects are based on volunteer work. (2) You should try it some time, it's a lot of fun. (3) Answer yes or no.
TEXT: People do different work for different reasons. The important thing is to find a job or career that will make you useful and happy in the world of work.		

MODULE 3 CAI Text and Questions	ANSWER	ANSWER RESPONSES 1. Correct; 2. Incorrect; 3. Unexpected; 4. Failure
TEXT: By the end of the 1970's, eight out of ten jobs will not require a college degree. This doesn't mean that you should drop out of school, but it does mean that you should be learning about the types of jobs open to you. Type true or false. QUESTION: It's smart to prepare yourself now for a job that will be available to you when you are out of school.	#T, #TR, TRUE #F, #FAL, FALSE	(1) Keep up the good work! (2) Think of the head start you would have. (3) Type true or false. (4) The sentence is true.
TEXT: Type true or false. QUESTION: You should form good work habits in school because they will help you find and keep a job.	#T, #TR, TRUE #F, #FAL, FALSE	(1) Nice going! (2) You know the correct answer.

MODULE 3 CAI Text and Questions	ANSWER	ANSWER RESPONSES 1. Correct; 2. Incorrect; 3. Unexpected; 4. Failure
		(3) Type true or false. (4) The work habits that you form now will carry over into your job.
QUESTION: If good work habits are important in school, you know they are important in work.	#T, #TR, TRUE	(1) Go to the head of the class.
	#F, #FAL, FALSE	(2) Study the statement carefully and try again. (3) Type true or false. (4) The statement is true, because good work habits are important.
QUESTION: Good behavior is important in school and at home. Good behavior is very important on the job.	#T, #TR, TRUE	(1) Keep up the good work!
	#F, #FAL, FALSE	(2) Come on, you know that good behavior is more important than that! (3) Type true or false. (4) The statement is true, because good behavior is very important.

MODULE 3 CAI Text and Questions	ANSWER	ANSWER RESPONSES 1. Correct; 2. Incorrect; 3. Unexpected; 4. Failure
QUESTION: Type the right number. Some of the same things that are important in schoolwork are also important in a job. Some of these are: 1. Working hard 2. Thinking of new ways to do a task 3. Regular attendance 4. Good attitudes 5. Good bahavior 6. All of the above	6	(1) Hang in there!
	1, 2, 3, 4, 5	(2) Your answer is partially correct. Try again.
		(3) Type the right number.
		(4) All of the statements are true.
QUESTION: Type the right number. If you have a bad attendance record in school because you are bored in class, you probably: 1. Won't learn as much as the other students 2. Won't have as many skills to look for a job with 3. Won't have as good a chance for a job because employers check school attendance records 4. All of the above	4	(1) Beautiful!

MODULE 3 CAI Text and Questions	ANSWER	ANSWER RESPONSES 1. Correct; 2. Incorrect; 3. Unexpected; 4. Failure
	1, 2, 3	(2) You are partially correct. Try again. (3) Type the right number. (4) All of the statements are correct.
QUESTION: Type the right number. If your attendance at work is not regular, you could: 1. Bring an excuse from your mother 2. Earn a promotion 3. Expect others to do your work 4. Lose your job	4	(1) Keep it up!
	1, 2, 3	(2) Come on, you know the answer! (3) Type the right number. (4) Number 4 is correct because your boss will soon become mad at you and fire you.
TEXT: Type true or false. QUESTION: Employers like a hard-working and dependable employee.	#T, #TR, TRUE	(1) Nice going!
	#F, #FAL, FALSE	(2) Would you want an unreliable employee?

MODULE 3 CAI Text and Questions	ANSWER	ANSWER RESPONSES 1. Correct; 2. Incorrect; 3. Unexpected; 4. Failure
		(3) Type true or false. (4) Employers really do like employees that are hard-working and dependable.
QUESTION: Employers like a person who can think and act without being told.	#T, #TR, TRUE	(1) Keep on trucking!
	#F, #FAL, FALSE	(2) Think the statement over. Try again. (3) Type true or false. (4) The statement of true. Employers don't want to nag at their employees to get a job done.
TEXT: When we talk about good attitudes, we mean feeling confident about ourselves. This means feeling good about our skills, and about how well we do in school and in a job. If you feel good about yourself because you've done your best, other people will also feel good about you. They will think of you as a confident, hard-working person. Type yes or no.		
QUESTION: Do you want people to think of you as a confident, hard-working person?	YES, #Y	(1) Well done!

MODULE 3 CAI Text and Questions	ANSWER	ANSWER RESPONSES 1. Correct; 2. Incorrect; 3. Unexpected; 4. Failure
	NO, #N	(2) I know that you have a good attitude about yourself, so try again. (3) Type yes or no. (4) You must have a good attitude about yourself to succeed in the world. Don't ever lose your confidence.
TEXT: In the last couple of lessons were were talking about three main ideas. The first is that jobs exist for a purpose. The second is that work means different things to different people. And the third idea is that each of us must have certain good habits before we'll find a good job. One reason why jobs exist is to do the work that needs to be done in the world. This work is done in different ways--by hand, by machine, or by people working with ideas. QUESTION: Farmers work with their hands and with machines. Do farmers meet a need that people have?	YES, #Y	(1) Definitely. One of the most important of all needs, our need for food.
	N, NO	(2) Farmers meet one of our most important needs: food. Food, as you know, is one of man's greatest needs. (3) Answer yes or no.

MODULE 3 CAI Text and Questions	ANSWER	ANSWER RESPONSES 1. Correct; 2. Incorrect; 3. Unexpected; 4. Failure
QUESTION: Do mechanics and carpenters serve a need? Do nurses and typists?	#Y, YES #N, NO	(1) GOOD (2) They all do, very important needs. (3) Answer yes or no.
QUESTION: Does a job that pays the worker a salary help to meet his economic needs?	#Y, YES NO, #N	(1) You are right. (2) We know that economic needs means something that money will buy. (3) Answer yes or no.
TEXT: So far we've said that jobs exist to meet the needs of our society. Mental and physical health can be affected by a person's job. Some jobs are dangerous to the worker's physical health. He might get hurt easily at work. Coal-mining is one such job.		
QUESTION: Do you think a fireman's job is also dangerous?	#Y, YES	(1) It is. We are lucky to have men who choose jobs as firemen or policemen because these are dangerous jobs.

MODULE 3 CAI Text and Questions	ANSWER	ANSWER RESPONSES 1. Correct; 2. Incorrect; 3. Unexpected; 4. Failure
	N, NO	(2) It is. We are lucky to have men who choose jobs as firemen or policemen because these are dangerous jobs. (3) Answer yes or no.
TEXT: Jobs that can affect mental health are those that have a lot of pressure or are so dull that the worker is always bored. Bad mental health can also be caused by overwork, working long hours without enough rest.		
QUESTION: Would you take a job that was dangerous?	YES, NO #Y, #N	(1) That's good, you are thinking about your future. (3) Answer yes or no.
QUESTION: Would you like to do the same kind of work day after day?	YES, NO #Y, #N	(1) It is for you to decide. (3) Answer yes or no.
QUESTION: Would you take a job with long hours if it meant more money?	YES, NO #Y, #N	(1) You have to decide for yourself. (3) Answer yes or no.

MODULE 3 CAI Text and Questions	ANSWER	ANSWER RESPONSES 1. Correct; 2. Incorrect; 3. Unexpected; 4. Failure
TEXT: All of these ideas are important to think about before you decide on a job.		

MODULE 4 CAI Text and Questions	ANSWER	ANSWER RESPONSES 1. Correct; 2. Incorrect; 3. Unexpected; 4. Failure
TEXT: When you first think about a job, maybe you think of doing the same work as your mother or father. You know how many days a week your father has to work. You know when he has to leave for work and when he gets home. You have some idea of how much money he makes. Maybe your mother also works which means that you and your brothers or sisters might have to cook and clean the house after school. Type true or false. QUESTION: The way people live is influenced by the job they have.	#T, #TR, TRUE	(1) Right!
	#F, #FAL, FALSE	(2) Think of what the word "influenced" means. (3) Type true or false. (4) The statement is true. Our lives are influenced by jobs.
QUESTION: If you want to do the same kind of work as your mother or father, you should still think about your own interests and skills.	#T, #TR, TRUE	(1) Good going.

MODULE 4 CAI Text and Questions	ANSWER	ANSWER RESPONSES 1. Correct; 2. Incorrect; 3. Unexpected; 4. Failure
	#F, #FAL, FALSE	(2) Think the statement over -- remember you have talents. (3) Type true or false. (4) The statement is true. Since you have your own skills and talents, you should use them.
QUESTION: A job affects how much money you make and how you live.	#T, #TR, TRUE	(1) Correct.
	#F, #FAL, FALSE	(2) Think hard -- (3) Type true or false. (4) The statement is true.
QUESTION: People work for different reasons. Some work just to make more money. Some work because they enjoy their jobs so much. Some work because they like the people they work with.	#T, #TR, TRUE	(1) Nice going!
	#F, #FAL, FALSE	(2) You can do better than that! (3) Type true or false. (4) The statement is true. There are many reasons for people to work.

MODULE 4 CAI Text and Questions	ANSWER	ANSWER RESPONSES 1. Correct; 2. Incorrect; 3. Unexpected; 4. Failure
TEXT: Some people like certain jobs because they like the way people live who do that kind of work. For example, some people like to live in small towns, not in crowded cities. A lot of people live in cities, not because they want to but because that's where their jobs are. Please answer true or false to the next questions. QUESTION: Many mothers work today to help their families enjoy a better life.	#T, #TR, TRUE #F, #FAL, FALSE	(1) Keep it up! (2) You must know some mother that works. (3) Type true or false. (4) The statement is true. Many mothers work to help their families enjoy a better life.
QUESTION: All people are working in jobs they enjoy.	#F, #FAL, FALSE #T, #TR, TRUE	(1) I sure can't fool you! (2) Think about the jobs that you wouldn't like to do. (3) Type true or false.

MODULE 4 CAI Text and Questions	ANSWER	ANSWER RESPONSES 1. Correct; 2. Incorrect; 3. Unexpected; 4. Failure
		(4) The statement is false. Many people are in jobs that they really hate.
QUESTION: Some people would change their job tomorrow if a better one came along.	#T, #TR, TRUE	(1) Right on!
	#F, #FAL, FALSE	(2) What if they could get more money? Try again.
		(3) Type true or false.
		(4) The sentence is true. A chance at advancement or a nicer job would make most people change their job.
QUESTION: Some people like a job where they can be their own boss.	#T, #TR, TRUE	(1) That's right, many do.
	#F, #FAL, FALSE	(2) What about paper boys, businessmen, and other people?
		(3) Type true or false.
		(4) The sentence is true. Many people do like to run their own business and be their own boss.

MODULE 4 CAI Text and Questions	ANSWER	ANSWER RESPONSES 1. Correct; 2. Incorrect; 3. Unexpected; 4. Failure
QUESTION: Some people cannot get higher paying jobs because they don't have the right skills.	#T, #TR, TRUE #F, #FAL, FALSE	(1) That's right. (2) Are you sure? Try again. (3) Type true or false. (4) The statement is true. Many people lack the right skills to get higher paying jobs.
QUESTION: The way people live is affected by how much money they make and what kind of work they do.	#T, #TR, TRUE #F, #FAL, FALSE	(1) Keep up the good work! (2) Keep trying, I know you can get the answer. (3) Type true or false. (4) The statement is true. The way you live is affected by how much money you make and what kind of work you do.
TEXT: Your parents have a big effect on your life. Your friends can influence what you think or do. Please answer yes or no to these questions.		

MODULE 4 CAI Text and Questions	ANSWER	ANSWER RESPONSES 1. Correct; 2. Incorrect; 3. Unexpected; 4. Failure
QUESTION: Does this mean that you should always do what other people say, to just "follow the leader"?	NO, #N YES, #Y	(1) Beautiful! (2) Come on, you can do better than that. (3) Type yes or no. (4) You shouldn't just "follow the leader".
QUESTION: If you always do what someone else is doing, you can't go wrong.	#N, NO YES, #Y	(1) Nice going! (2) Think it over and try again. (3) Answer yes or no. (4) You should not always do what someone else is doing, because you wouldn't be yourself.
QUESTION: The only thing that really counts is to do what everyone else is doing so that you will be liked by everyone.	NO, #N #Y, YES	(1) Keep it up! (2) Try again. (3) Answer yes or no. (4) The statement is completely false. The correct answer is NO.

MODULE 4 CAI Text and Questions	ANSWER	ANSWER RESPONSES 1. Correct; 2. Incorrect; 3. Unexpected; 4. Failure
TEXT: A goal is something you really want to do. You might work very hard to reach a certain goal. Please answer yes or no to these questions. QUESTION: Should you make up your own mind about your life goals?	#Y, YES	(1) Right on!
	NO, #N	(2) Do you want everyone else to make the decisions for you?
		(3) Type yes or no.
		(4) You should make the decisions yourself.
QUESTION: Can you work with others towards your goals?	#Y, YES	(1) Beautiful!
	NO, #N	(2) Are you sure?
		(3) Answer yes or no.
		(4) You can work with others to attain your goals.
QUESTION: Do you realize that things will not always go your way?	#Y, YES	(1) That's right!
	NO, #N	(2) Haven't you ever had a bad day?

MODULE 4 CAI Text and Questions	ANSWER	ANSWER RESPONSES 1. Correct; 2. Incorrect; 3. Unexpected; 4. Failure
		(3) Answer yes or no.
		(4) Things will not always go your way.
QUESTION:		
Will you sometimes run into problems that might make you change your goal?	#Y, YES	(1) Correct.
	NO, #N	(2) Think it over and try again.
		(3) Answer yes or no.
		(4) You will sometimes run into problems that will change your goals.
QUESTION:		
Is it better to change your goal than to give it up?	#Y, YES	(1) It sure is!
	#N, NO	(2) Why should you give it up?
		(3) Answer yes or no.
		(4) It really is better to change a goal than to give it up.
QUESTION:		
In some cities there are more jobs available than in other towns. If you want a certain kind of job, is it possible that you will have to move to a different city to get it?	#Y, YES	(1) That's right, you may have to move.
	NO, #N	(2) What if there isn't a job like the one you want in your city?

MODULE 4 CAI Text and Questions	ANSWER	ANSWER RESPONSES 1. Correct; 2. Incorrect; 3. Unexpected; 4. Failure
		(3) Answer yes or no.
		(4) You may have to move to find the job you want.
QUESTION: Many people live in a city they like but do work they don't like. They would rather keep the same job than move away from the city they enjoy. In this case, has the person decided for himself what is most important to him?	#Y, YES	(1) Keep up the good work!
	NO, #N	(2) Please try again.
		(3) Answer yes or no.
		(4) Yes, he has decided.
TEXT: Our world is changing all the time. Jobs change also. Some jobs no longer are needed and new ones become necessary to do the work of the world. Please answer yes or no to the following questions.		
QUESTION: If your job was being ended, would you start looking for another one which you thought you could get?	#Y, YES	(1) That's right, you would look for a new job.
	#N, NO	(2) How could you live without a job?
		(3) Answer yes or no.

MODULE 4 CAI Text and Questions	ANSWER	ANSWER RESPONSES 1. Correct; 2. Incorrect; 3. Unexpected; 4. Failure
		(4) The correct answer is YES. You would go out and try to find a new job.
QUESTION: Going to school is one of the best ways to prepare for a job. Suppose you want to be a doctor, would you have to go to school for a long time?	#Y, YES	(1) Right on!
	#N, NO	(2) How could you be a doctor without an education?
		(3) Answer yes or no.
		(4) You would have to go to school for a long time to become a doctor.
QUESTION: If you wanted to work in an auto repair shop, would you need special training?	#Y, YES	(1) Right!
	#N, NO	(2) How can you fix a car if you don't have the right training?
		(3) Answer yes or no.
		(4) You would need special training to work in an auto repair shop.
QUESTION: Could you get this training, without going to school, by working in a repair shop?	#N, NO	(1) I can't fake you out!
	#Y, YES	(2) Think it over -- can a repair shop give you the right training?

MODULE 4 CAI Text and Questions	ANSWER	ANSWER RESPONSES 1. Correct; 2. Incorrect; 3. Unexpected; 4. Failure
		(3) Answer yes or no.
		(4) The answer is no, because a repair shop can't give you the right type of training. A school is the only place you can get that.
QUESTION:		
If you decided to go in the Army instead of going to college, would you feel you were copping out?	#N, NO	(1) Of course not, you would be serving your country.
	#Y, YES	(2) Would you be copping out on your country?
		(3) Answer yes or no.
		(4) You would not be copping out.
QUESTION:		
In the Army, can you learn a trade and be paid for it while you are learning?	#Y, YES	(1) Keep up the good work!
	#N, NO	(2) Try again.
		(3) Answer yes or no.
		(4) In the Army, you learn a trade and are paid for it while you are learning.
TEXT:		
Your job and the way you live are related. How much money you have to spend depends on your job. What city you live in depends on your job. What hours you have for work and play depend on your job.		

MODULE 4 CAI Text and Questions	ANSWER	ANSWER RESPONSES 1. Correct; 2. Incorrect; 3. Unexpected; 4. Failure
Please answer yes or no to the following questions.		
QUESTION:		
People are paid differently for the work they do. Do supervisors and foremen make more money than the workers they are in charge of?	#Y, YES #N, NO	(1) Right. (2) Are you sure? (3) Answer yes or no. (4) Supervisors and foremen do make more money than the workers under them.
TEXT:		
Supervisors have supervisors, too. Most supervisors started down the line and worked their way up. They got experience in their job and were promoted for being good workers.		
QUESTION:		
Is it possible for a bank clerk to work his way up to become bank president?	#Y, YES #N, NO	(1) It can be done, of course. (2) It has been done, many times. (3) Answer yes or no.
TEXT:		
Parents and friends influence us about many things. They might influence us to take certain courses in school or look for certain kinds of jobs.		

MODULE 4 CAI Text and Questions	ANSWER	ANSWER RESPONSES 1. Correct; 2. Incorrect; 3. Unexpected; 4. Failure
QUESTION: If you wanted to be a barber, would you go to a barber school?	#Y, YES	(1) Right on!
	#N, NO	(2) How could you cut hair without training?
		(3) Answer yes or no.
		(4) You would go to a barber school. You might scalp someone if you didn't have the right training.
TEXT: Sometimes an experienced worker can teach you what you need to do for a certain job.		
QUESTION: If you wanted to be a part-time cashier, could a worker show you how to use the cash register and make change?	#Y, YES	(1) That's right, someone could.
	#N, NO	(2) I bet you know the right answer!
		(3) Answer yes or no.
		(4) Yes, someone could help you learn how to use the cash register and make change.
QUESTION: If you wanted a job in construction, could you begin by working part-time and during your summer vacation?	#Y, YES	(1) Keep up the good work!

MODULE 4 CAI Text and Questions	ANSWER	ANSWER RESPONSES 1. Correct; 2. Incorrect; 3. Unexpected; 4. Failure
TEXT: We can learn about jobs by going to school, working part-time, and talking with different people about their work. That's all for now.	#N, NO	(2) Think -- the experience would really help. (3) Answer yes or no. (4) You could start by working part-time in your summer vacation.

MODULE 5 CAI Text and Questions	ANSWER	ANSWER RESPONSES 1. Correct; 2. Incorrect; 3. Unexpected; 4. Failure
TEXT: What we want to think about now is how school and work are related. What you study in school can someday help you in the world of work. The subjects you like to study may give you a hint about the type of work you would like to do. Even when you were very young, you got hints about the kind of work you might like to do someday. Maybe you tried to imitate your father's work by building something with wood scraps or bricks. Maybe you tried to repair your toy car when he was working on the family car. Maybe you liked to make mud pies or doll clothes when your mother was doing this kind of work. Or perhaps you used to pretend to be the teacher when your brothers and sisters pretended to be students in school. These were ways of exploring what you might like to work at later in life. Now that you're older, you can take your interests and the skills you learned at home and develop them in school. Please answer true or false. QUESTION: Mastering one skill often can lead to other skills and interests.	#T, #TR, TRUE	(1) That's right!

MODULE 5 CAI Text and Questions	ANSWER	ANSWER RESPONSES 1. Correct; 2. Incorrect; 3. Unexpected; 4. Failure
	#F, #FAL, FALSE	(2) Are you sure? Think the statement over. (3) Type true or false. (4) The statement is true. You often gain other interests and skills after mastering one skill.
QUESTION: School is one place to learn job skills.	#T, #TR, TRUE	(1) Beautiful!
	#F, #FAL, FALSE	(2) Are you sure you can't learn job skills in school? (3) Type true or false. (4) The statement is true. But you must remember that there are other places to learn job skills.
QUESTION: A person learns throughout his life, even after he leaves school.	#T, #TR, TRUE	(1) Keep up the good work!
	#F, #FAL, FALSE	(2) What about scientists, writers, and other people that are constantly learning new things? (3) Type true or false. (4) The statement is true. Everyone learns new things throughout their lives.

MODULE 5 CAI Text and Questions	ANSWER	ANSWER RESPONSES 1. Correct; 2. Incorrect; 3. Unexpected; 4. Failure
TEXT: When you go to high school, there are courses you could take to help you decide on the kind of work you would like to do. For instance, the counselor in the TV show told Maria she could get a part-time job because she had taken typing in high school.		
QUESTION: Is a part-time job a good way to find out whether you would like to do that kind of work all the time? Type yes or no.	#Y, YES	(1) It sure is!
	#N, NO	(2) Think over what the statement has said.
		(3) Answer yes or no.
		(4) The correct answer is yes. Before becoming committed to the job, you could find its good and bad qualities.
TEXT: Kenneth is thinking about going into the lawn-mower repair business. He works part-time now and will have a full-time summer job next June.		
QUESTION: Should Kenneth finish high school if he can? Type yes or no.	#Y, YES	(1) That's right, the knowledge gained in school will aid him in his job and business.
	#N, NO	(2) He could sure learn a lot about business in high school!

MODULE 5 CAI Text and Questions	ANSWER	ANSWER RESPONSES 1. Correct; 2. Incorrect; 3. Unexpected; 4. Failure
		(3) Answer yes or no. (4) He should try to stay in high school.
QUESTION: Are there high school courses that will help Kenneth be a better repairman?	#Y, YES	(1) That's right, there are.
	#N, NO	(2) Remember that a high school offers many different courses. (3) Answer yes or no. (4) There are courses in high school that will help Kenneth.
TEXT: When you think about working, which job cluster do you think would be the best for you? 1. Agriculture 2. Business and Office 3. Communications 4. Homemaking 5. Health Services 6. Marketing 7. Public Services 8. Personal Services 9. Construction 10. Manufacturing 11. Transportation		

MODULE 5 CAI Text and Questions	ANSWER	ANSWER RESPONSES 1. Correct; 2. Incorrect; 3. Unexpected; 4. Failure
QUESTION: Type the number that is your job interest right now.	@ @@ @@@	(1) That is a good field to choose.
TEXT: During our life we make many choices. What kind of work to do, what city to live in, whether or not to marry are all decisions you will soon make. Type true or false about the statements below.		
QUESTION: Different jobs require different types of educational preparation.	#T, #TR, TRUE	(1) Right on!
	#F, #FAL, FALSE	(2) Think of what "preparation" means and try again.
		(3) Type true or false.
		(4) The statement is true. Different jobs do require different types of education.
QUESTION: Different jobs require different skills.	#T, #TR, TRUE	(1) They certainly do.
	#F, #FAL, FALSE	(2) Don't some jobs require special skill? Try again.

MODULE 5 CAI Text and Questions	ANSWER	ANSWER RESPONSES 1. Correct; 2. Incorrect; 3. Unexpected; 4. Failure
		(3) Type true or false. (4) The statement is true. Different jobs do require different skills.
QUESTION: Within each job cluster, there is a wide range of occupations.	#T, #TR, TRUE	(1) Right, the range is quite large.
	#F, #FAL, FALSE	(2) The words "wide range" mean "many kinds". Please try again. (3) Type true or false. (4) The statement is true. There are many different jobs within each job cluster.
QUESTION: People at work produce either goods or services, or both.	#T, #TR, TRUE	(1) Beautiful!
	#F, #FAL, FALSE	(2) Think of what goods and services are. (3) Type true or false. (4) The statement is true. People at work produce goods or services, or both.

MODULE 5 CAI Text and Questions	ANSWER	ANSWER RESPONSES 1. Correct; 2. Incorrect; 3. Unexpected; 4. Failure
TEXT: When a person produces goods he makes something. Perhaps he makes a cabinet or a car. When a person produces services he helps someone. Perhaps he takes care of sick people or fixes hair. Some people do work that produces both goods and services. Please answer true or false to the following questions: QUESTION: A hairdresser produces goods.	#F, #FAL, FALSE #T, #TR, TRUE	(1) Keep it up! (2) Look at the definition of goods and services. (3) Type true or false. (4) The statement is false. A hairdresser produces a service.
QUESTION: A dogcatcher produces goods.	#F, #FAL, FALSE #T, #TR, TRUE	(1) That's right. (2) Remember, goods are something that are made. Try again. (3) Type true or false.

MODULE 5 CAI Text and Questions	ANSWER	ANSWER RESPONSES 1. Correct; 2. Incorrect; 3. Unexpected; 4. Failure
		(4) The statement is false. A dogcatcher produces a service.
QUESTION:		
A soap factory produces goods.	#T, #TR, TRUE	(1) Yes, it does.
	#F, #FAL, FALSE	(2) What does a soap factory provide?
		(3) Type true or false.
		(4) The statement is true. A soap factory produces goods.
QUESTION:		
A mailman produces services.	#T, #TR, TRUE	(1) Yes, they do.
	#F, #FAL, FALSE	(2) Remember, services are things done for people. Try again.
		(3) Type true or false.
		(4) The statement is true. A mailman produces a service.
QUESTION:		
A carpenter produces both goods and services.	#T, #TR, TRUE	(1) Keep up the good work!
	#F, #FAL, FALSE	(2) Think about what a carpenter makes and does.

MODULE 5 CAI Text and Questions	ANSWER	ANSWER RESPONSES 1. Correct; 2. Incorrect; 3. Unexpected; 4. Failure
		(3) Type true or false. (4) The statement is true. A carpenter produces both goods and services.
TEXT: Type true or false to the following: QUESTION: It is not important to plan your life, just let things happen as they will.	#F, #FAL, FALSE	(1) Right on! You need to keep plans and goals in mind.
	#T, #TR, TRUE	(2) Are you sure? Try again. (3) Type true or false. (4) The statement is false. You should plan your life.
QUESTION: It is not important to take courses in school that might help you get a job later on.	#F, #FAL, FALSE	(1) Good. You should take courses that will help you.
	#T, #TR, TRUE	(2) Come on, you know the right answer. (3) Type true or false. (4) The statement is false.

MODULE 5 CAI Text and Questions	ANSWER	ANSWER RESPONSES 1. Correct; 2. Incorrect; 3. Unexpected; 4. Failure
QUESTION: If you want to get a job as a typist when you are 16, should you start to take typing when you are a freshman or sophomore?	#T, #TR, TRUE	(1) Yes, you should.
	#F, #FAL, FALSE	(2) Shouldn't you prepare yourself and gain experience?
		(3) Type true or false.
		(4) The statement is true.
TEXT: You will be making decisions all your life. To help make the right choices, try to use all the facts you can gather before deciding. If you were planning on going to Junior College, joining the Navy, or using your savings to buy a car, then you want to gather all the facts you could to help you make a wise decision in each case. Some people work and go to school part-time. By getting more training they hope to qualify for a better job or for a promotion.		
QUESTION: Do you know any people who are working full-time and going to school in the evening?	YES, NO #Y, #N	(1) If you do or if you don't, there are many people that do work full-time and go to school at night.
		(3) Answer yes or no.

MODULE 5 CAI Text and Questions	ANSWER	ANSWER RESPONSES 1. Correct; 2. Incorrect; 3. Unexpected; 4. Failure
TEXT: Working, like everything else we do, involves decisions and choices. Please type the number which best completes this sentence. QUESTION: To make a wise decision, we should 1. get all the facts 2. talk to people who know something about the decision 3. be willing to stand behind our choice 4. all of the above	4	(1) Keep up the good work!
	1, 2, 3	(2) You have part of the answer.
		(4) All those things are important. Number 4 was the answer.
TEXT: That's all for now. It's been fun to work with you. Good luck!		

APPENDIX D

Members of the
Review Committee

The following individuals assisted in the review of the multimedia instructional support materials prepared for this project.

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APPENDIX E

Copy of Pre- and
Post-Test Instrument

Name _____

Occupational Information Class
October 11, 1973 Period _____

Directions: Please mark your answers on this sheet by circling the letter of the correct response.

1. Which of the following best describes the work of people in ancient times?

   A. running a computer
   B. sitting by a lake
   C. hunting, fishing, gathering food
   D. doing homework

2. One reason why it is difficult to get a job is that

   A. there are so many people who want to work
   B. there is very little work that needs to be done
   C. machines are doing all the work now

3. The world's population is now doubling every

   A. 1000 years
   B. 100 years
   C. 37 years
   D. 10 years

4. Which of the following best describes the time in which we are living?

   A. The Industrial Revolution
   B. The Technological Age
   C. The Dark Ages
   D. The Caveman Period

5. People can work with

   A. ideas
   B. people
   C. things
   D. all of the above

6. Some cultures are different from other cultures. This means that some cultures

   A. are better than others
   B. have different customs and histories
   C. are inferior to other cultures
   D. should not be studied in school

7. People who are successful and happy usually have pride in

   A. themselves
   B. their culture
   C. their personal appearance
   D. all of the above

8. People have different skills. The best football team would be the one whose players

   A. were all running backs
   B. had different abilities so that all positions could be played
   C. were all good defense players
   D. were all good quarterbacks

9. People work for different reasons. One reason is

   A. to make money
   B. to help others
   C. to feel useful
   D. all of the above

10. If a worker stays home whenever he wants to

   A. he probably will be fired
   B. he will be given a raise
   C. he will be promoted

11. If a student skips school whenever he doesn't want to come,

   A. he may do the same thing when he gets a job.
   B. he may not get a job because he is unreliable.
   C. both A & B.
   D. another student can study for him.

12. Before taking a job, a person should decide whether he wants to

   A. work indoors or outdoors
   B. vote in the next election
   C. retire at 75

13. Being a fireman is very exciting. This job can also be

   A. easily replaced by a computer
   B. dangerous to your health and safety
   C. dangerous to your marriage and your society
   D. easily completed while watching a TV news program

14. A person's job affects the way he lives. He might have to

   A. live in a big city or small town
   B. work at night
   C. move frequently
   D. A, B, & C

15. Which of the following is not a way to prepare for getting a job?

A. Going to college
B. Going to a vocational or trade school
C. Enlisting in the Army
D. Buying a new car

16. A job cluster is

A. a person with many skills
B. a group of related jobs
C. a chart describing different jobs

17. A good way to think about work and school is to

A. get by with as little work in class as possible
B. see if any classes help you get ready for a job
C. think about working only after you finish school

18. If you wanted to be an auto mechanic, a good thing for you to do would be

A. look at pictures of tools
B. buy a car
C. take courses in auto repair
D. talk with your buddies about car racing

19. When people work they either produce

A. goods or services
B. good or evil
C. time or effort

20. Choose the statement that you feel is most correct:

A. I know a great deal about career education.
B. I know some things about career education.
C. I know very little about career education.
D. I don't know anything about career education.

APPENDIX F

Student Attitude
Questionnaire

Student Evaluation of
Career Awareness Media

Instructions

After each of the following questions you will find a row of numbers from 1 to 5. Please circle the one number which shows most closely your attitude toward the TV presentations and CAI lessons used in this class. This is not a test; we just want to know what you think about this way of teaching.

Question	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
1. The TV shows held my interest	1	2	3	4	5
2. The TV and computer excited me to learn more than a regular class would have	1	2	3	4	5
3. The computer was hard to use	1	2	3	4	5
4. The TV and computer helped me to remember the ideas better	1	2	3	4	5
5. The TV and computer were too hard to understand	1	2	3	4	5
6. The class with TV and the computer made my whole school day more interesting	1	2	3	4	5
7. If other classes used the computer and TV, it would help me learn more	1	2	3	4	5

APPENDIX G

Copy of Introductory CAI Lesson
Developed for Student Orientation

HI THERE!! I'M A COMPUTER AT REGION 10 AND TODAY I WANT
TO GET TO KNOW YOU AND SHOW YOU SOME OF THE THINGS YOU'LL
BE DOING WITH ME. ONE OF THE THINGS TO REMEMBER IS ALWAYS
PUSH THE "RETURN" BUTTON AFTER YOU TYPE YOUR ANSWER.

IF YOU'RE READY TO START TYPE THE WORD "YES" AFTER I STOP
TYPING.
YES
OK! LETS GO!!

IN THIS PART I WILL TYPE A LETTER OR NUMBER. AFTER I TYPE IT
YOU TYPE THE SAME THING AND PUSH THE RETURN BUTTON.

A
A
GOOD

T
T
THAT'S RIGHT!

NOW LET'S TRY SOME WORDS.
WHEN I TYPE A WORD, YOU TYPE THE SAME THING.

HI
HI
GOOD! NOW TRY THIS WORD:

TRUE
TRUE
RIGHT AGAIN! TRY THIS ONE NOW:

NOW I AM GOING TO ASK YOU A QUESTION.
AFTER I FINISH TYPING IT, TYPE THE WORD THAT IS YOUR ANSWER.

IF THIS THE FIRST TIME YOU HAVE TALKED TO A COMPUTER?
YES
WELL, THIS IS THE FIRST TIME I'VE TALKED TO YOU, TOO!
NOW TRY THIS QUESTION:

HAVE YOU BEEN STUDYING ABOUT CAREERS AND WORKING IN CLASS??
YES
THAT'S GOOD BECAUSE I'M GOING TO HELP YOU FIND OUT MORE
ABOUT WHAT YOU WANT TO DO IN THE WORLD OF WORK.

SOME QUESTIONS YOU WILL BE ASKED ARE "TRUE" OR "FALSE"
QUESTIONS. JUST TYPE THE WORD TRUE OR THE WORD FALSE AFTER
I TYPE THE QUESTION.

ONE WAY THAT THE COMPUTER TALKS TO PEOPLE IS BY TYPING
WORDS ON PAPER.
TRUE
THAT'S TRUE. I'M TALKING TO YOU RIGHT NOW BY TYPING WORDS!

SOMETIMES YOU HAVE TO PICK FROM A LIST OF SENTENCES.
IT WORKS LIKE THIS:

TYPE THE NUMBER OF THE SENTENCE BELOW THAT TELLS
WHAT YOU THINK OF THIS LESSON ON THE COMPUTER:

1. I THINK THE LESSON WAS FUN.
2. I THINK THE LESSON WAS A WASTE.
3. IT WAS OK, BUT COULD HAVE BEEN BETTER.
4. I THINK THE COMPUTER IS OUT OF SIGHT AND REALLY CLEAN.

NOW TYPE THE NUMBER OF THE SENTENCE THAT SAYS WHAT YOU THINK.
1
THANKS, IT WAS FUN FOR ME TOO. SEE YOU LATER!!
THAT'S ALL FOR NOW, SUE

YOU SCORED 9 RIGHT OUT OF 9 QUESTIONS
AND GOT 9 RIGHT ON THE FIRST TRY

PERFECT, SUE! AND THIS IS YOUR FIRST TIME!
YOU'LL DO FANTASTIC ON YOUR REGULAR LESSONS!!

~

WELL, I'LL SEE YOU LATER, SUE

DON'T FORGET THAT YOUR ID NUMBER IS 0
YOU'LL NEED THAT AGAIN WHEN YOU COME BACK TO SEE ME!

NOW TELL THE NEXT STUDENT TO SIT DOWN AND TALK TO ME.